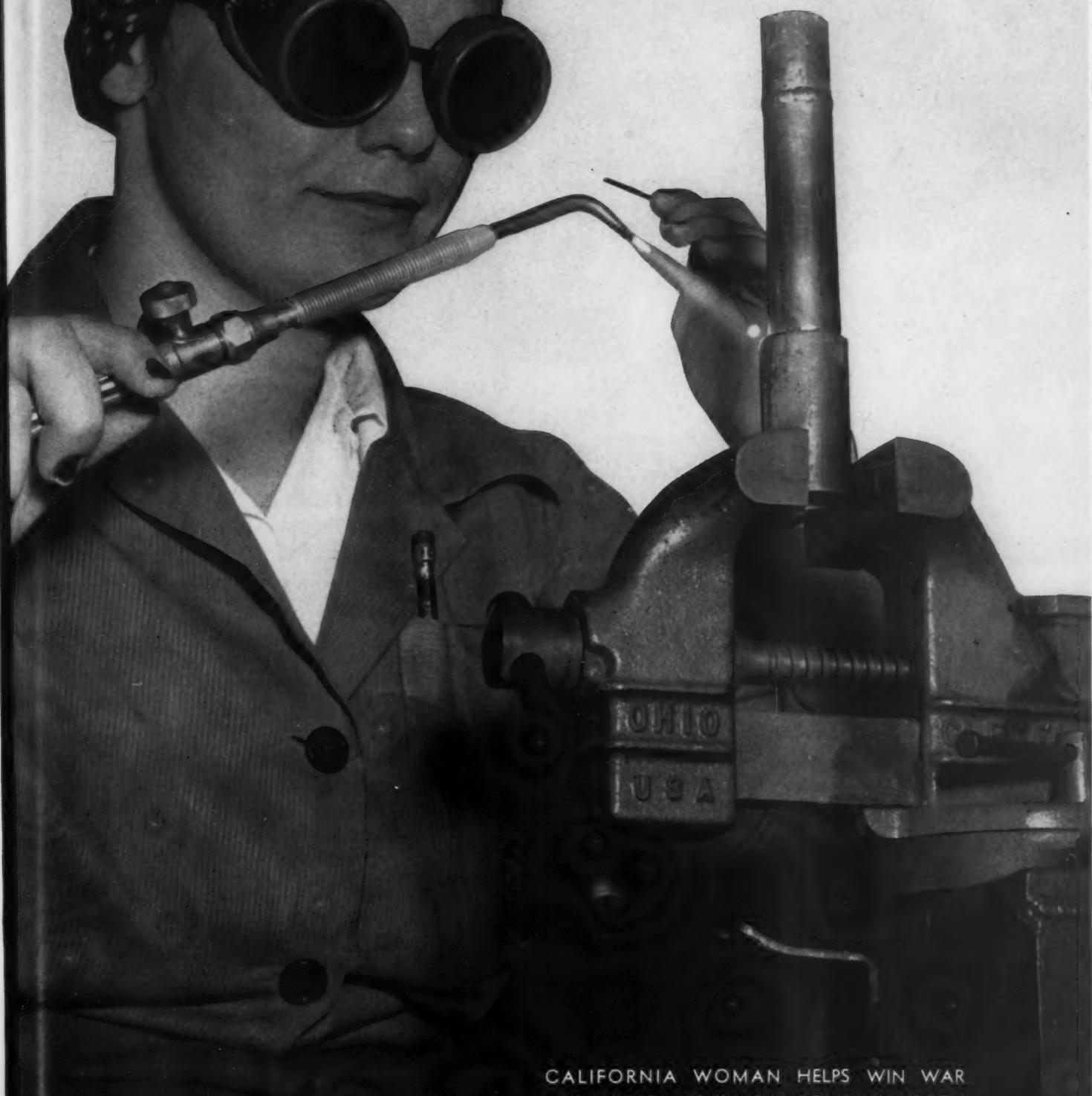


Cierra E. NAL NEWS



CALIFORNIA WOMAN HELPS WIN WAR
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CALIFORNIA TEACHERS ASSOCIATION

The Army Feeds Swell, But —



WHETHER he's a sailor in the South Pacific or a doughboy in Ireland, rest assured that he is getting all he can eat of the very best food that this bountiful land of ours can produce. His meals are well planned nutritionally, correctly cooked, and appetizingly served. That's why he has probably gained weight and feels better than he has for years. That's why he's so able to do his job.

But there is one thing missing — and the Army and Navy can't do a thing about it. It's something you can supply while he's away from home, but still on the soil of the U. S. A.

That's the family dinner table — so typically American — with dad carving the roast, mother and the girls serving from the kitchen, and little brother stuffing himself with meat and potatoes, but getting just too much spinach.

Plan an extra plate or two at some

family dinner this week. Get in touch with your U S O club and invite a soldier or sailor to your home. You'll get your reward in the sparkle that will come to your guest's eyes, in the chuckle that rises from his throat.

IN WAR, AS IN PEACE advertising is a means of communication

Its business is to carry ideas or information about goods or services to the eyes and ears of ten, a hundred or a million men and women.

This advertisement is an example of one Wartime use of advertising. You have seen other examples — the war bond drive, the scrap collection, the grease and fats drive.

And in the very pages of this publication, the humbler, everyday function of advertising brings wartime news of the food, clothing, shelter you may want and seek today.

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SIERRA EDUCATIONAL NEWS

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CTA Placement Service: Earl G. Gridley, 2207 Shattuck Avenue, Berkeley; phone THornwall 5600; Carl A. Bowman, 408 South Spring Street, Los Angeles; phone TRinity 1558.

WELDING FOR VICTORY

FRONT COVER PICTURE SHOWS CALIFORNIA WOMAN WELDER

Ernest L. Mathy, Vice-President, Victor Equipment Company, San Francisco

EDUCATORS have necessarily been forced to adjust their perspective in regard to the scope of their curricula since Pearl Harbor.

Now the emphasis is on practical training — equipping students with the knowledge and skills which they may use to fulfill their part in the War Effort.

Typical of the thousands of young women who make up this new army behind the firing-line is the girl pictured on the front cover of this issue. Under the neon lights at a Douglas Aircraft plant, she diligently welds light-gauge metal parts for planes.

Notice that she is sensibly attired in a trim Douglas slack-suit, with a bandana to protect her hair against flying sparks and with goggles to guard against eye-fatigue. Fingernail polish shows that the feminine touch still prevails.

She is using a Victor J-20 welding torch with an Airadiator nozzle, specially designed to prevent overheating in confined spaces (like the bench-

work illustrated in the picture). This light-weight torch is ingeniously provided with an aluminum center section having multiple cooling fins, an exclusive Victor feature.

This torch is only one of many fine models produced by Victor Equipment Company of San Francisco, the West's largest manufacturer of oxy-acetylene welding and cutting equipment. Over three decades of experience in the welding industry have enabled this company to gain an international reputation for fine workmanship and unexcelled quality.

Sturdily constructed to withstand hard usage, with an amazingly great operating range and perfect interchangeability of parts, these torches have proved their merit in thousands of war-plants all over America, turning out planes, tanks, guns and ships.

As a result of their excellent production record, Victor men and women were recently awarded the sought-after Army-Navy E.

Your Baby's Diary

NEWS note for the nursery, of interest to mothers and medical men alike, is a calendar published recently by H. J. Heinz Company. This is no ordinary calendar — no meager tabulation of time. It is a two-year, day-by-day story of a baby's development and growth.

When properly recorded, this calendar becomes a living-breathing chapter straight from baby's life. It has been designed, flexibly, to begin with any baby's birth month, and continue with him through the toddler stage.

There is a chart for important birth

data, monthly feeding-schedules, height-weight-age tables, immunization records, teething progress, and mental-physical development guides.

Dotted here and there throughout the pages are a host of helpful hints — those homey, everyday items known only to an experienced mother or a physician. And beside each daily numeral is ample extra space, reserved specially for mother's own nursery notes.

Truly this is something new in calendars — a veritable diary, filled with the intimacies so doubly-dear to every mother in the years to come. From its azure-blue cover to its final au-

thoritative record, this calendar is as pretty as it is practical.

Any mother can secure a copy through her physician, her hospital, or by writing to H. J. Heinz Company, Dept. BC-9, Pittsburgh, Penna. Mrs. Luke Swank is educational director.

* * *

War Savings

A Letter from Napa Union High School

*Napa High School — Junior College
H. M. McPherson, District Superintendent*

Dear Editor:

Here's a little jingle I wrote along victory lines, which Mr. Walter Hemmerling, our controller, added to the collection of war-savings incentives above his desk.

Student classroom-salesmen come to the controller's office every week to buy war savings stamps and bonds, and Mr. Hemmerling, in my opinion as his assistant, has been a great inspiration to our students in the War Bond and Savings Stamp Campaign.

Victory

1LD Hitler thinks we can not win
But we'll fool him by saving tin.

We'll lick the Japs by saving fats
And kill them like a lot of rats.

Our Vict'ry gardens we will grow
And tell the Axis where to go!

We'll buy War Bonds and Savings Stamps
Till we dress like a bunch of tramps.

But we are glad to fight and save —
For Uncle Sam we will be brave

Because we love our U. S. A.!
And Victory will be ours, some day!

In the entrance hall he keeps a weekly statistical wall "thermometer," and a graph showing the weekly sales in each classroom, and in other ways has encouraged the students to make a hearty response to the cry for patriotic saving.

Our school has gone over the top in 100% sales for three consecutive months, and we have had the Treasury Flag since November, 1942. Our total sales have reached \$33,044.80 between October 15, 1942, and May 18, 1943, with a total enrollment of 1385.

Various other departments of the school have also been very active in boosting the drive for Victory saving, among them the

Senior High School A.S.B., which sponsored a Stamp Dance.

And now, a "Typical California High School Girl Contest" is being carried on by the National Honor Society, votes being cast with every purchase of stamps and bonds, the winning girl to be crowned Queen at the Coronation Ball.

The Junior High School A.S.B. continuously conducts the sale of War Savings Stamp Corsages, thus adding to the grand total in this special endeavor.

Sincerely yours,

Alda Belle Kelsey,
English and Commercial
Instructor

* * *

At Modesto High

AT Modesto high school, Robert J. Floyd, commercial department, has two everyday business classes which recently completed an outstanding war bond and stamp drive. In 10 school-days these students sold over \$1,700 worth.

Individual students were not solicited. Mr. Floyd states that the incentives were, — active participation in the war effort; competitive accomplishment; and a party given for the winning class by the losers.

This highly successful class project was tied in with a thrift program, and provided the students with an opportunity to apply a classroom situation to everyday living.

* * *

Consumer Education

AMES E. MENDENHALL, Office of Price Administration, Washington, D.C., and Henry Harap are joint editors of *Consumer Education, Background, Present Status, and Future Possibilities*, a book of 400 pages issued by D. Appleton-Century Company for the Society for Curriculum Study; price \$2.50.

It is a comprehensive survey of a highly-important modern educational movement. There are chapters for elementary schools, college teachers, teacher trainers, adult leaders, home economists, business editors, and many other specific groups. The editors and numerous contributors have done a sound and praiseworthy piece of work.

Youth Guidance and Correction Workshop

IF vital interest to all educators, social workers, and probation authorities is the Summer Workshop on Youth Guidance and Correction to be held in two sections — the northern conference meeting at San Jose State College, June 21-25; the southern conference meeting at UCLA, June 28-July 2.

The Workshop is under auspices of Special Youth Committee of California Principals Association and Youth Correction Authority of the State of California.

Chairmen are Forrest G. Murdock, principal of San Jose High School, and O. H. Close, superintendent of the Preston School of Industry.

Principal questions to be discussed are:

Underlying causes of delinquency and what the school can do to solve them.

Problems of school attendance presented by the work program.

How the probation officer and the school may work together.

Procedure in case study.

Delinquent girl problems in the present emergency.

Curriculum and administrative changes during the emergency and their effect on the guidance of youth.

After the war — what?

Two Books

Of Particular Interest to California Schools

Reviewed by Mabel F. Rice, Instructor in Children's Literature, Whittier College

MICHAEL THE COLT by Katharine K. Garbutt. Illustrated by Bernard Garbutt. Houghton Mifflin. 85c.

MICHAEL the colt is a native Californian. Though the book doesn't say so, we happen to know that he was born in Los Angeles and that when Michael had that much-needed summer vacation which forms the climax to his brief story, he had it in the hills near Corona.

And we happen to know, too, that Katharine Garbutt who wrote the story is in the Los Angeles Public Library and that Bernard Garbutt who made the pictures has been 8 years an animator with Walt Disney with his name on the credit-sheet for both *Snow White* and *Bambi*.

But all that won't matter to small boys and girls in Boston, Buffalo, British Columbia or Berkeley, because this newest addition to the Houghton Mifflin nursery library knows no boundaries but those common to childhood and colthood.

The child of three years meets Michael, age three minutes. He follows him through his growing pains into his first summer in a story delightfully written and beautifully illustrated by two people who know their horses. (Mr. Garbutt did the illustrations for *Top Kick, U. S. Army Horse* by Helen Orr Watson.) Michael warms the cockles of the adult heart and he will become a new friend for the child from 2 to 5 years of age.

THE HOUSE BETWEEN. A Story of the 1850's. By Ethel Parton. Illustrated by Margaret Platt. Viking Press. \$2.

At last the California Gold Rush from a different angle! This newest story of the glamorous days of 1850 deserts the men and women who crossed the plains in covered wagons to throw in its fortunes with the people who stayed behind. The story is as fresh as its point-of-view. The tale of the Gold Rush has been told for boys and girls in hundreds of books but here we find the boy whose parents wouldn't let him go, who stood on the dock as the ships sailed away — and found that life could still be worth living.

There are the girls who played with the girl whose father left his family to seek fame and fortune in California. There are the men — and the women — who came back with tales and trophies to last a life time, — but not much gold. There are the ships that sailed and the ships that came back. People left in their New England ports lived vicariously the amazing developments in the west, felt the effects in diverse ways, but let it disturb not too much the even tenor of their lives. All this suggests a rare supplement for that unit-of-work on California or for just good reading. Demure, slightly humorous, mildly exciting with an element of suspense, *The House Between* appeals alike to boys and girls in the intermediate and upper grades.

Jean Turner Art School

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Telephone EXbrook 5815

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Welding classes train students to enter war industry

Oxyacetylene welding classes, Burbank City Schools in Los Angeles County; Dr. B. F. Enyeart, superintendent. Over 25,000 adults completed courses in 1942 in the Burbank Public Schools. Plate courtesy Burbank Schools.

Children in the War

To meet the demand for information on wartime problems affecting school children, U. S. Office of Education is issuing a new series of leaflets on School Children and the War.

Leaflet 1, School Services for Children of Working Mothers, answers the why, what, how, where and when of the extended school services program being developed in war industry towns.

All-Day School Programs for Children of Working Mothers (Leaflet 2) outlines simple procedures to be used in setting up an all-day school program and organizing a schedule of activities. Typical programs, equipment needs, and personnel requirements are included.

Pre-school age children's needs are discussed in Nursery Schools Vital to America's War Effort (Leaflet 3). Procedures, schedules, equipment and

finances are considered for nursery schools.

Well-planned school programs for feeding children of mothers in wartime employment are presented in Leaflet 4, Food Time — A Good Time at School. The pamphlet suggests solutions for the problem of providing meals for children of all ages cared for in the extended school program. Menus, physical requirements, and costs are given.

Leaflet 6, Meeting Children's Emotional Disorders at School, advises teachers on how to meet a whole range of difficulties arising from wartime tensions and family dislocations.

Other projected titles in the series are Training High School Students for Wartime Service to Children, and Recreation and Other Activities in the All-Day School Program.

Copies of Leaflets 1, 2, 3, 4, and 6 in School Children and the War series may be ordered now from Superintendent of Documents, Washington, D. C., at 5 cents each.



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Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MACCAUGHEY *Editor*

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JUNE 1943

NUMBER 6

PROGRESS REPORT

Roy W. Cloud

THE 55th session of the California Legislature, which set Wednesday, May 5, at 4 o'clock p.m. as its closing date, actually finished its labor at 8:15 on Saturday evening, May 8. This was the shortest session of the State law-making body in recent years, but a great mass of legislative material passed through the hopper and many constructive laws were enacted and now await the Governor's signature.

In our legislative letter No. 8, which was sent to the schools under date of May 14, we outlined general results. Two school representatives who contributed largely to the success of the school program are Alfred E. Lentz of the State Department of Education and Ray Eberhard, legislative representative of Affiliated Teacher Organizations of Los Angeles. The efficient manner in which they served as advocates should insure for them the thanks of everyone interested in public education.

Assemblyman C. Don Field of Glendale in a most efficient manner piloted A.B. 1107 through the various committee hearings and on the floor of the Assembly. A.B. 1107 is the CTA retirement bill which has been described in detail in these columns. In the Senate, this bill was most ably handled by Senator Byrl Salsman of Palo Alto. Assisting in its passage were Senator Arthur H. Breed of Alameda County and Senator John H. Swan of Sacramento. The Senate passed the bill unanimously.

Thanks also is due to Senator T. H. DeLap of Contra Costa County who presented S.B. 307, the bill for increased elementary aid. The proposal, as originally introduced, provided a biennial appropriation of approximately \$28,000,000 for the elementary schools. As the bill passed through the Assembly and is now before the Governor, it provides for an appropriation, to be used exclusively for elementary salaries, of \$8,250,000 for the biennium. S.B. 307 was handled in the lower house most effectively by Assemblyman Gardiner Johnson of Berkeley. The appropriation listed above, if it becomes a law, will furnish \$170 for each teacher unit. The entire \$170 must be used for teachers salaries.

Deadline — June 9

WEDNESDAY, June 9, is the last day for Governor Warren to sign bills passed at the recent session of the Legislature. Bills not signed by this date are automatically pocket-vetoed.

A companion bill to S.B. 307 is A.B. 604, introduced jointly by CTA and Federation of Teachers. It was handled in the Assembly by Assemblyman Nelson Dilworth and in the Upper House by Senator Harry Parkman and Senator Swan. The signing of this bill depends entirely upon the Governor's approval of S.B. 307. If signed, it will guarantee this biennium a minimum salary of \$1500 for every full-time teacher in California.

Another important bill is S.B. 618, introduced by Senator Engle of Red Bluff. This will assure high schools, with an enrollment of 500 or less, adequate State support should the a.d.a. be reduced by the changing conditions now seriously affecting attendance in many parts of California. Assemblyman Lloyd Lowrey had charge in the Assembly of S.B. 618, now before the Governor.

A.B. 1601 if signed will give additional support to junior colleges. This bill was presented at the request of the Junior College Committee of California Teachers Association. It was introduced by Assemblyman Ernest Debs of Los Angeles and was presented in the Senate by Senator Swan.

Another proposal, made jointly by California Teachers Association and the Federation of Teachers, covers sick-leave. Two similar bills were introduced, one in the Assembly by Assemblyman Edward Gaffney of San Francisco, the other in the Senate by Senator Swan. Both of these measures passed and are now before the Governor. They both provide for full pay for not less than 5 days of illness.

The 5 days if not used are cumulative to not less than 25 in any 5-year period.

A.B. 283, which the Governor has already signed, was opposed by the California Teachers Association and other school representatives. It permits school districts to give released time to pupils for religious education.

Uniform Report-Cards

The second bill which the educational representatives opposed, which passed through both houses and is before the Governor, is A.B. 1007. It provides that the State Board of Education shall prescribe a uniform report-card for the elementary schools and on which the grades shall be marked either in percentages or by the letters A, B, C, D, E, and F.

There were a number of bills before the Legislature which would have been exceedingly harmful had they been enacted. We are happy to report that all of the bills providing tax-limitations were left in committee. Also, practically all of the others which were opposed by the school representatives failed of enactment.

We were indeed fortunate to have several teachers as members of the Legislature. Ralph Dills, a teacher in Compton high school, was ever on the watch to see that the State educational program was improved and was equally watchful to see that no adverse legislation was enacted.

Assemblyman Julian Beck, a teacher in San Fernando junior-senior high school, was helpful at all times and could be counted upon to assist in maintaining the best practices for the schools.

Senator John Swan in the Upper House, a teacher in Sacramento junior college, was also most cooperative and handled a number of the important bills of California Teachers Association on the floor and assisted when they were before the committee.

Assemblyman Lester McMillan, attendance officer of Los Angeles city schools, was also friendly and cooperative as was Assemblyman Lloyd

Lowrey, a former teacher of Marysville junior college.

In the committees, great credit must be given to Assemblyman Nelson Dilworth of Riverside County, chairman of the Assembly Education Committee, and to Senator Herbert Slater of Santa Rosa who served as chairman of the Education Committee in the Senate, for the friendly and helpful manner in which they handled the proposals which came before the committees. They were most cordial to the various school representatives and each allowed full time for discussion of every bill which was presented. No one can complain of not having had fair hearings before these two committees.

Deadline — June 9

June 9 is the last day upon which Governor Warren may sign bills passed by the 55th Session. If not signed by that closing date bills are pocket-vetoed.

A list of the bills signed by the Governor will appear in the September issue of this magazine.

Two proposals permitting temporary relaxing of labor and school requirements for minors were enacted by the Legislature. The first, the food and fibre bill, was passed by a special session which was called on one of the Saturdays of the Legislature for the enactment of this particular measure. It was introduced by Senator George Hatfield of Merced and was sponsored by the various farming and fruit-growing groups of the State. A provision of the act, of particular interest to the schools, was that part which provides for the setting up of school camps where students may live under careful supervision and assist in the harvesting of California's essential crops. This bill has been signed.

The second was S.B. 779 by Senator Luckey of Imperial County. This bill was the outcome of a series of meetings first held by California Teachers Association, then by the State Department of Education. The

proposal allows the relaxation of labor laws for the employment of minors in the harvesting and processing of fruits and vegetables. Industry and agriculture may look to the schools for assistance in caring for their produce, if the Governor signs the measure. The act allows the local superintendents of schools to issue blanket permits, under regulations set up by the State Superintendent of Public Instruction with the consent of the Governor, on forms prepared by the State Department of Education.

A Senate resolution, with particular reference to education, was adopted. It provides a \$10,000 fund for the expenses of a committee of five members, namely, Senators Biggar, Slater, Quinn, Swan and Jespersen, to study, assemble and analyze facts relating to the system of public education in this State, methods of teaching, selection and use of textbooks, character and type of personnel, type of curriculum, lack of emphasis with respect to fundamentals, organization and administration of the public school system, with a view to formulating plans and preparing and submitting at the next session such legislative measures as will enable the State to bring about and assure the best possible system of public education.

NEA Delegate Assembly

A number of California teachers are planning to attend the National Education Association meeting in Indianapolis on June 28 and 29. There will be no affiliated groups at the meeting and the big convention idea has been suspended. The only part of the session which will be held this year is the Delegate Assembly which will be composed of about 1500 members and at which the annual business of the big national association will be transacted. On Wednesday, June 30, there will be a meeting of NEA State Directors and Presidents and Secretaries of State associations.

California Teachers Association will maintain headquarters at the Claypool Hotel. The regular Monday morning

California Breakfast is omitted this year as the president of the NEA requested the elimination of as many of these meetings as possible.

SEVERAL superintendents of the schools of California are closing their periods of service at the end of this school year. Among them are Warren Ayer of Eureka, John H. Bradley of Modesto, Dr. A. C. Olney of Marin junior college, and Major Joseph P. Nourse of San Francisco. All four of these gentlemen have given years of splendid service to the California schools.

A successor has not yet been appointed to take Mr. Ayer's place. Dr. Aubrey Douglass, assistant state superintendent of public instruction and director of secondary education, has accepted the position as superintendent of schools of Modesto. Dr. Douglass has had wonderfully fine experience for such a position and will leave a vacancy in the State Department which will be hard to fill.

Dr. Olney has had a distinguished career as a California educator. He started California's first junior college at Fresno in 1910. He was superintendent of schools at Santa Barbara and succeeded the late Will C. Wood as state commissioner of secondary education. He became the first president of Marin junior college, a position which he has filled most acceptably. He now plans to rest, travel and fish.

Dr. Curtis E. Warren, superintendent of schools of Santa Barbara, has been selected by the Board of Education of San Francisco to fill the superintendency made vacant by the resignation of Major J. P. Nourse. Dr. Warren has had all of his teaching experience in California and has been successively principal of the high school and junior college at Lancaster, Los Angeles County; district superintendent of the high school and junior college, Marysville; superintendent of schools, Burbank; and superintendent of schools of Santa Barbara.

Major Nourse, who has completed 42 years experience in San Francisco,

is rated as one of California's outstanding superintendents.

Born in Academia, Pennsylvania, in 1873, he came as a child with his parents to California and was graduated from Santa Ana high school, 1893, and Stanford University, 1897. At University of California, Berkeley, where he did graduate work, he was a reader in Greek.

Appointed teacher of Latin and Greek, Lowell high school, San Francisco, 1901, he rose through various positions to the principalship of Galileo high school in 1921. In 1936 he was appointed superintendent of San Francisco public schools.

Efficient and Beloved

Major Nourse is nationally-known as a great and good school-man and particularly for his promotion of ROTC. In 1915 he organized the Lowell unit of high school cadets. In 1917 he was named Commandant of all San Francisco high school cadets. In 1919 he assisted in organizing the San Francisco ROTC which became the model for similar organizations started throughout the United States.

Joseph P. Nourse



IN Wednesday, May 5, Dr. Willard E. Givens, executive secretary of the NEA; Dr. A. C. Flora, president of the NEA; Dr. S. D. Shankland, executive secretary, American Association of School Administrators; Dr. Fred Hunter, chancellor of higher education, State of Oregon and member of the Policies Commission of the National Education Association; Dr. Edwin A. Lee, dean of the school of education, University of California, Los Angeles, and member of the Educational Policies Commission; Dr. John A. Sexson, superintendent of schools of Pasadena, and a former Policies Commission member; and representative educators of Utah, Nevada, Arizona and California, held a regional meeting at the Palace Hotel, San Francisco, to discuss the National Education Association's program of raising a \$600,000 War Chest to carry out its plan for the maintenance of good education throughout the Nation during the war, as a post-war activity, and for the securing of federal aid for education. California's quota for this fund was set by the NEA at \$47,000.

Mrs. Louise Beyer Gridley, NEA Director for California, has been placed in temporary charge of the campaign in California. Plans will proceed after the re-opening of the schools in the fall.

State Conference

On Saturday, May 15, the Board of Directors of California Teachers Association and the Presidents and Secretaries of the Sections held an all-day meeting at headquarters to discuss the procedure which should be followed concerning the bills which had been passed at the recent session and were before the Governor.

In the May issue of Sierra Educational News, it was noted that Honorary Life Membership had been given to three of California's outstanding educators recently retired from active schoolwork. They were Charles C. Hughes, city superintendent of schools of Sacramento; J. E. Meadows,

county superintendent, Kings County; and Elmer Cave, city superintendent of Vallejo. At the meeting held on May 15, on motion of his old friend, Director Walter Helms, G. P. Morgan, county superintendent of schools of Tuolumne County for the past 54 years, was given Honorary Life Membership in CTA. Mr. Morgan is one of those who has served most effectively and most faithfully over a period which has seen children, their children, and their grandchildren go through the schools of this Mother Lode county. He has contributed as largely in his mountain area to the welfare of education as has any other California educator. CTA, in honoring this veteran teacher, has honored itself.

HON Wednesday and Thursday, May 19 and 20, we attended a meeting of school superintendents and officers of teacher organizations called by State Superintendent Dexter at Sacramento; 120 representatives attended. The first day's meeting was addressed by Dr. Will French, dean of the school of education, Teachers College, Columbia University, and now a member of the War Manpower Commission of the United States Government. Others who addressed the convention were Dr. Dexter; Superintendent W. K. Cobb of Ventura, president of the Superintendents Association; A. H. Horall, city superintendent of schools of San Mateo, and a member of California Curriculum Commission; Alfred E. Lentz, who discussed school legislation; and Miss Helen Heffernan, commissioner of elementary education, who brought the latest information concerning Child Care Centers.

Beginning Wednesday afternoon and continuing through Thursday morning, group committees met and discussed various educational problems. As a result of these discussions, a Coordinating Council was set up consisting of 35 members, 3 each from 11 special groups, the State Superintendent of Public Instruction, and the State Executive Secretary of Califor-

nia Teachers Association. It is expected that this Coordinating Council will outline a program for long-time study to inaugurate curriculum changes and consider laws which may be beneficial to the schools.

Thanks and Good Wishes

This is the closing issue of Sierra Educational News for the school year 1942-43. I wish, therefore, to extend my heartiest thanks to the teachers of California for the fine services which they have rendered to the schools and for their cooperation in Association activities. I wish them a most happy and healthful vacation. To the members of our Association who are serving in the Armed Forces, I wish good health, happy landings, and a safe return to their various positions.

One of our own official family, Dr. Elmer H. Staffelbach, who is on leave from his position as head of the teacher training department of San Jose State College, and research director of California Teachers Association, has been promoted and is now a Major in the United States Air Force. At present he is located at Orlando, Florida.

Harold F. Seal, acting vice-principal and dean of instruction, Long Beach Junior College; member CTA Board of Directors



WE trust that all of the good bills passed at the recent session of the Legislature will be signed, bad bills vetoed, and that all of the schools will be opened with efficient teachers at the beginning of the next school term and that the minimum salary of each full-time teacher will not be less than \$1500.

* * *

Twilight College

Santa Ana Junior College

SOMETHING new in junior college educational circles is contained in the announcement from Santa Ana Junior College that a Twilight Summer Session will be held with all classes scheduled to meet between 6 and 10 p.m. so as not to conflict with Orange County agricultural interests.

According to Director John H. McCoy, the new streamlined summer plan provides for all 3-unit classes to meet on Monday, Wednesday, and Friday evenings, with 2-unit courses scheduled on Tuesday and Thursday nights. Double class periods will be scheduled for all classes during the 8-week period.

New wartime classes planned for the 1943 session include a variety of subjects to aid students who expect to enter the services. Among the courses are military physics, aeronautical mathematics, military correspondence, wartime information, navigation, meteorology, history of the Pacific, engineering drawing, and astronomy.

By action of Santa Ana Board of Education, all Santa Ana teachers who desire to pursue courses at the junior college this summer will receive full "hurdle" credit. This was adopted in view of the fact that many teachers will not be able to attend colleges and universities this year because of transportation difficulties, Director McCoy said.

HIGH SCHOOL ON THE AIR

MARYSVILLE UNION HIGH SCHOOL BROADCASTS

K. Duane Hurley, Director of Speech

RADIO has come to school—to Marysville Union High School. Three times each week, from studios on the campus, MUHS is on the air.

Radio, at Marysville, is more than just an added attraction. It is not a hit-and-miss affair, with broadcasts scheduled only for special occasions. True, it is motivation for speech, dramatic, and music activities, but it is more than that. As a class activity, it is a definite part of the curriculum.

During the activities period on Thursday afternoons, a quarter-hour variety show is aired. The scripts are student-prepared and student-produced under faculty supervision. All classes in the school that wish to participate have a chance. The main purpose of the program is to publicize school activities.

What goes on at school is reported in many different ways. Sometimes the students participate in panel discussions; occasionally they dramatize class or extra-curricular activities. Demonstrations of etiquette, reading of poetry, reviewing of books, suggestions for home-making, and illustrations of defense-activities are among the subjects covered.

In subject-matter the emphasis is on variety and wide student participation. Interviews with school officials or talks by faculty members are featured only when the administration has an important message for the listening audience. Always musical selections representing the various school music groups are included. Reflecting the activities of the entire school, these shows enable the public to know and understand the aims and outcomes of the educational program.

Friday morning's broadcast is unique in that it is the chief medium of expression for the Speech Class and is broadcast directly from the class-

room during classtime. The material is always dramatic in nature but varied enough in content and subject-matter to give the students experience in all types of interpretation. The scripts, Hollywood written, are professional in their demands and range in type from dramatized biographies and historical events to famous short stories and fairy tales. Each program definitely has audience-appeal, but the primary concern is not in entertaining the public, but in helping students learn voice-technic through all kinds of character parts and announcing.

Aerial Newspaper

The third radio presentation comes Friday noon during the last ten minutes of the lunch period. It is a journalism class project, a sort of high school newspaper-of-the-air. The student reporters select from the school paper articles which have particular general interest. These they work up for microphone use in a variety of novel newscast forms. Always there are some special features, including a "Meet-the-Champ" interview which gives parents and friends a knowledge of what happens at school, and gives recognition to outstanding services to the school. One person (or group of persons) each week is chosen by a student-faculty committee to be honored as the champ of the week. All of these radio features help to make school life worth while and enjoyable.

Little more than a year ago school officials, realizing the value and power of radio in modern society, made possible the inauguration of radio activities in the school. At first classroom "broadcasts" were experimented with, using a portable public address unit as the basic equipment. The need for some sort of reproducing and record-

playing equipment was soon evident, and a recording machine was added. Gradually the set-up was made more complete by the addition of auxiliary microphones, turntables, and sound effects devices. That was the start.

TO make the use of the equipment most effective and valuable, a special room was provided—a room that has been adapted to the peculiar needs of broadcasting and has been dubbed "the speech lab". In one corner of a large classroom a small studio has been constructed. Ten by 20 feet in size, the room conveniently houses the recording machine and other technical equipment. Ample space remains for a good-sized cast and for a small musical group with a piano and other instruments. The studio is fitted on two sides with large windows, slanting so that sound is deflected away from the microphone and large enough to make complete visibility in and out possible.

A bench, window high, runs full length of the room. On this is located, with the control panel, all sound effects and other equipment. The floor is carpeted to "cushion" the sound, and the walls are hung with drapes to cut down echoes. With partitions constructed of acoustical board, the studio is remarkably soundproof and excellent for recording and broadcasting.

Speech and Music

This speech laboratory is fortunately located in the music building. Speech work is very closely related to music activities, and having the equipment easily available to music students also makes it doubly useful for practice and study. In preparing broadcasts, too, the music and speech departments have to work together. Occasionally the school choir, orchestra, or band arranges and records special background music for a show.

If the music is featured, however, the desired organization broadcasts from the music department's large practice room, which also is scientific-

cally constructed for sound. Having both the small studio and the large ensemble room available, the high school is equipped to put on the air any number of students from one to a hundred.

The local radio station, KMYC, cooperates whole-heartedly with the school. A direct wire connects the campus broadcasting rooms with the radio transmitter, and the station's technicians are generous in giving professional advice. However, students are allowed to handle the remote control equipment, to operate the turntable for background music, and to do the announcing. Thus practice is afforded in all the phases of the work. The station benefits by having prospective employees in training; the school benefits by using a powerful teaching instrument.

There are several reasons for the importance of the radio broadcasting project at Marysville High. Its vital place in speech work would be reason enough. The accuracy demanded by the microphone challenges the student to his very best efforts. Electrical amplification has a way of magnifying faults in diction, voice quality, speed, and variation in talking. These defects, when recorded and reproduced for the student, are readily recognizable. Then, with the constant thought of a radio audience in mind, potent stimulus is provided for improvement. Any ordinary, makeshift class procedure would lack equal motivation.

A Grand Help

The use of radio has caught on, also, because it is a means of putting the school "on the map"—especially in these days of rationing. Many night programs, which used to give students a chance to perform and parents a chance to see, are not possible for the duration. Students cannot come in for extra rehearsals; parents cannot attend the plays and games and programs. With radio facilities right on the school grounds, however, no transportation problem is involved. All broadcasts are held during school

hours, and any students who so desire can participate—even those who live out-of-town and must ride on the buses.

RADIO activities give student-body and faculty alike an added pride in their school. Everyone recognizes the vital place radio holds in modern society. All are proud to be known by the exacting demands of broadcasting—perfect timing, entertaining writing, flawless speaking, honest representation of facts.

Students these days are anxious to participate in something that has immediate profit to them in the war world. Performing before the microphone helps students develop poise and self-confidence. Whether facing enemy gun fire or enduring meatless Tuesdays and driveless Sundays, citizens young and old need all the self assurance they can acquire.

Correct Habits

Radio also provides training in correct speech habits. For those few who become army officers and military instructors the ability to speak correctly will be invaluable. On the home battle-line the victory program must be intrusted largely to those who are able to talk effectively.

Perhaps most important of all, broadcasting reveals the necessity for intelligent teamwork, each individual doing his job at the right time in the right way. Everyone recognizes the importance of absolute cooperation to win the fight.

Educators, looking beyond, see the necessity for clear thinking and strong voices in winning the peace. They are concerned about giving instruction that leads to the enrichment of living. They vision the desirability of minds and hearts endowed with an appreciation of good literature; of fine music; of honorable government; in fact, of all the best from the great American heritage.

In radio, a storehouse for these ideals, teachers find an effective me-

dium for creative self-expression and morale building. Thoughts instilled by radio dramatizations today may well prompt the worthy actions of tomorrow.

Whatever tends to lift men above mere existence into the richness and fullness of living is worthwhile. Radio, another means of getting across the fundamentals of education, meets this qualification. No wonder something new has been added to the three R's. Marysville Union High School is finding profit and pleasure from including with reading, writing, and arithmetic a generous offering of RADIO!

* * *

Home Economics Series, issued by Little Brown and Company, Boston, has two excellent new illustrated booklets,—*The Meaning of Nutrition*, by Harriet Stone, supervisor of nutrition, Newark Public Schools; and *Child Care and Development*, by Marie O'Donahoe, Columbia University.

* * *

Scott, Foresman and Company, 623 South Wabash Avenue, Chicago, issues three attractive and well-edited sets of service bulletins for school teachers and administrators,—*Primary Activities*; *Middle-Grade Activities*; and *School Briefs* (for executives). These illustrated pamphlets are of interest and value to school people.

* * *

Schools and Air-Raids

PROTECTION of School Children During Air Raids, A Fact Sheet, is a 4-page bulletin issued by U. S. Office of Civilian Defense, Washington, D. C.

Louis P. Birk, acting chief of the editorial section, in bringing this valuable sheet to our notice states:

"The tragic experiences of England, so well-known to us, underline the importance of forethought and responsible preparation in this country to protect our school children. The threat is real. This Fact Sheet gives in compact form the essentials of what we know about it and the ways of meeting it fully with the latest knowledge."

TEACHERS SALARIES

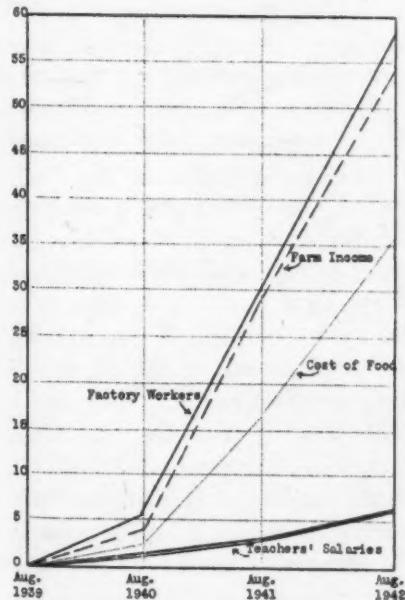
CTA CENTRAL SECTION COMMITTEE REPORT

CENTRAL Section of CTA has a committee on teachers salaries, of which Edward G. Sewell (teacher of algebra and plane geometry at Taft union high school, Kern County) is chairman.

The committee recently issued a praiseworthy 4-page mimeographed statement on teachers salaries, addressed to school trustees, superintendents and principals, and teacher groups. Severe limitation of space prevents publication in full of this excellent report but we are happy to present two graphs and the following committee recommendations:

That all Boards of Trustees be encouraged to adopt a salary schedule in keeping with the times and professional standards, and that they give him due consideration to years in service and extra training, and strive to make fair adjustments, using \$1620 as the minimum for beginning elementary teachers salaries.

Costs Skyrocket Still

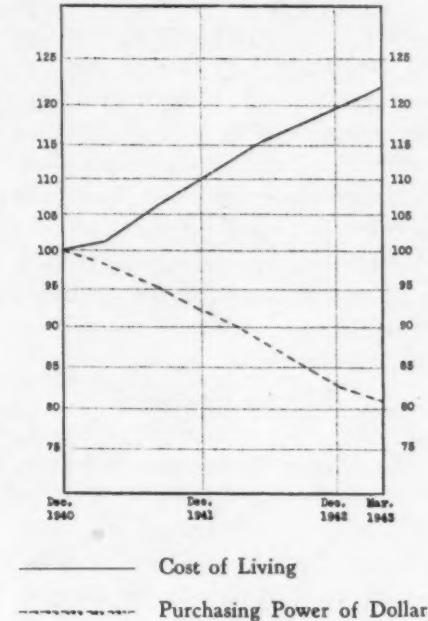


Since the war began—

Cost of Food has increased.....	35%
Wages of Factory Workers increased.....	59%
Farm Income has increased.....	54%
Annual Salaries of Teachers increased.....	7%

Cost of Living and Purchasing Power of the Dollar

Based on National Averages



That extra increases to meet increased cost-of-living be given, based on a modified form of the War Labor Board's Little Steel Formula. The modification suggested would operate as follows:

A flat increase to all levels of the schedule, in addition to the regular increments, of 15% of the salary for beginning teachers as adopted for the 1943-44 school year, this increase to include any special "cost-of-living" adjustments since January, 1941.

An Example

For example, in a schedule where the pay for the beginning teacher is \$1800 per year, each member of the staff would receive an increase, above regular increments, of \$270 for the year. If, however, a \$150 increase was given last year, the increase for 1943-44 would be \$120.

That each Board of Trustees reserve the right to protect its teachers against inflation getting out of hand, by inserting into each contract a clause reserving to the Board the right to increase salaries at any time during the school year.

Wards Insect Collections is the title of a very attractive new 16-page illustrated price-list 435, issued by Wards Natural Science Establishment, Box 24, Beechwood Station, Rochester, New York. It discusses and illustrates suitable collections for the biology, botany, and nature-study teacher, the college teacher, and many others.

* * *

New Stanford Books

SCHEDULED for immediate appearance is *Education in Wartime and After*, written by Stanford School of Education faculty and published by D. Appleton-Century Company. The material in this book is based on the experience of Stanford faculty members with wartime education in the public schools.

Carnegie Endowment for International Peace provided funds for a workshop on education for war and peace at Stanford during last summer. This workshop was attended by a number of selected teachers and administrators from several Western schools.

Participants in the workshop, under the direction of the staff, prepared a bulletin, *Education for War and Peace*, to serve as a guide for high school administrators, guidance workers, and teachers. This bulletin has been published as a pamphlet by Stanford University Press and is available at a cost of 25c each for 1-9 copies. The pamphlet can be secured directly from the Stanford Press, Stanford University.

Early reviews of the first published report of the Stanford Language Arts Investigation are now appearing in the magazines, and the second volume is now being released. Both volumes were published by McGraw Hill Book Company, under the following titles:

Foreign Languages and Cultures in American Education—Walter V. Kaulfers, Grayson N. Kefauver, and Holland D. Roberts, editors.

English for Social Living—Holland D. Roberts, Walter V. Kaulfers, and Grayson N. Kefauver, editors.

Both books are the cooperative effort of 150 teachers and administrators, 10,000 students, and the staff of the Investigation, working together in 28 secondary schools to advance the teaching of the language arts. The aim throughout the project was the growth and enrichment of the lives of the young people who participated in the varied programs in English, foreign languages, social studies, music and art.

MUST FREEDOM MARK TIME?

Elizabeth Cameron Bent, Elementary Editor, John C. Winston Company, Philadelphia

THE period of war emergency imposes serious responsibilities upon those of us fortunate enough to be living in a democracy, for in a government of the people, by the people, and for the people, we must dream, think, and plan in one concerted effort not only for today but for the tomorrow which follows.

More than any other people, we have put our faith in education. We know that the time after the peace will be dependent upon the schools of today where, through living experiences, we are building for the days to come.

We trust we are not planning haphazardly. We are guiding students in making choices in line with their interests and abilities. We are showing them the need to build creatively toward their felt wants. We are attempting to develop a social consciousness within individuals that will enable them to take their places successfully in a democracy. Only as we drive toward these ultimate goals and keep to these liberal paths are we worthy of winning the peace.

In a radio address concerning the size of our Army, Secretary of War Stimson remarked that America must realize that a year from now will be too late to rectify the mistakes that come from poor planning today. It is now that we must look ahead and think carefully. That statement is equally true of our school program. Our ultimate victory or defeat lies in the future of the boys and girls who are today in their early childhood, pre-adolescent, or adolescent years.

In any war emergency, regimenta-

tion becomes necessary. We must mobilize huge numbers of men and women and develop a mammoth organization of supplies for decisive results within a limited space of time.

Facing this realization, we must calmly but determinedly resolve that all unwarranted inroads of mass indoctrination and regimentation into our school system must be rejected with a firm hand. We must not allow mob hysteria brought on by a war emergency to force education into channels which many years of research have proved unsuitable for the youth of the land.

A Living Democracy

We have stressed during past years many worthwhile avenues of development in our elementary and secondary schools. Even in war time we must not lose sight of such contributions as those of guidance, which led to better understanding of individual differences in children, of counseling, which has shown us the need for long-term planning with students, or of creative experiences in curriculum, which have placed our schools in a category which could be truly termed, "schools for Americans in a living democracy."

We have been faced with startling figures testifying to the lack of education among men and women in the United States. To many of us, the fact that one-seventh of our people above the age of ten years are unable to read a newspaper or write a letter came as rather a thunderbolt; yet for the past several years those interested in improving education have been telling us that we must never lose sight of the importance of better developing the communicative arts with children, of planning the curriculum on basic understanding of the child, and of fostering all activities which would make living today a means of understanding tomorrow.

In reading, for example, we have been told that easy growth in vocabulary means a substantial increase in a child's sense of security and, consequently, in his eagerness to learn. We have been shown that reading must be based on the child's own interests and developed as a part of his life activities. We have discussed his readiness for reading. All of these things have been a part of our *adult* living experiences, but somehow we have been slow to accept in toto all that has been shown us. Often we are willing to accept in theory what we find too venturesome or too arduous to practice.

Dr. Gates quotes surprising figures in the symposium, *What Shall We Do About Reading Today?*¹ when he states that in this country approximately 10 million adults reading ability is below the designated norm for the beginning of the 4th grade. Elsewhere it is reported that the cost of training a draftee to read in the Aberdeen Training Center in Maryland is approximately \$175 per month. In most situations, this is more than a teacher would earn for the same length of time!

Small Classes

As an outgrowth of conferences and workshops for the past several years, the recommendation has been made that small classes are greatly to be desired. It is interesting to see today that the Army, with speed and efficiency its first goals, finds that classes of not more than ten students bring the most gratifying results. While such small classes are not practical in many school situations, they are so vitally needed that they should be planned now for the years ahead. The present scarcity of teachers may temporarily make larger classes a necessity—but this should be an emergency measure, not in any way a common trend.

We can learn much from those we call illiterates today. We know that in many cases, not poor education, but

Elizabeth Cameron Bent, native daughter of California; former faculty member, San Jose State College; and curriculum coordinator, Watsonville schools, is living in Philadelphia and earning her doctoral degree at University of Pennsylvania. Since April, 1942, Mrs. Bent has served as elementary editor for John C. Winston Company, publishers of school texts, home office Philadelphia.

1. *Elementary English Review*, November, 1942.

lack of any training has caused the present illiteracy problem in the armed forces personnel. Perhaps our realization of this fact will make us more alive to the need for a more intelligent and universal support of public education.

AS we review the methods and materials of the past years, we see great changes for the better since the average draftee of today was in the primary grades. The primer he was given to read 15 or 20 years ago had approximately 250 words. Often as many as 10 words a page were introduced. He was compelled, parrot-like, to repeat word after word in meaningless repetition. He was also taught, not words as concepts, but words for words sake. Today the situation is very different. Today we have attractively illustrated stories and significant materials to satisfy the felt needs of children. Teachers with the training and ability to carry through a well-planned program are lending their support to a meaningful reading plan.

We must be careful to continue these forward-moving steps and watch with care that war does not make inroads of regimentation in our curriculum procedures. Creative efforts of both pupils and teachers must continue to be held high as standards of worth. Freedom of choice of working materials, freedom of methods of using these materials, freedom to see both sides of any issue — these are part and parcel of what we are fighting for. Let's keep our schools the workshops of freedom.

Attention Helps

In education, more than in any other activity of civilized life, there is a necessity for maintaining the long-range view. The nation has learned that a first and essential bulwark of its very existence is an ample supply of intelligent and skilled manpower.² We must have initiative of effort,

². Schools and Manpower. A.A.S.A. Yearbook, 1943.

originality of purpose, and constructive evaluation of activities if we want thinking manpower. Talent and insight, as well as energy, are essential for growth in daily living.

We must not give up the worthwhile values which have developed down through the years. We must not close our eyes to their potentialities in the new world to come. Probably much could be summed up in one sentence when we say that creativity of every type or nature must be kept, for from creative effort, creative thinking, creative planning, has come the lifeblood of our nation.

* * *

California Centennial Celebrations Committee, with headquarters at Historical Society of Southern California, Hollingsworth Building, 606 South Hill Street, Los Angeles, has issued an important 4-page announcement, *Plan for the Centennial Celebrations, 1944-50*, for distribution to those whose interest and influence in each locality of California can inspire state-wide enthusiasm for a significant series of Centennial events. Secretary of the Society is Ana Begue De Packman.

* * *

Friday, Thank God!

FERN RIVES, (Mrs. Fern Rives Jones) who teaches Latin, English and history in Joseph Le Conte junior high school, Hollywood, and who grew up in Salt Lake City, is a talented person, with keen insight and literary ability of high order. Several of her plays have been produced in California community theaters.

Friday, Thank God!, her first novel, recently published by G. P. Putnam's Sons, 2 West 45th Street, New York City (\$2.50), is a delightfully readable tale, new and fresh in the way it deals with a teacher's life and problems and as modern as the latest edition of today's newspaper.

California teachers and teachers throughout all the nation will find plenty of fun, relaxation, tenderness, and real drama in this unforgettable story.

A Prayer

Mary E. Sherwin, Teacher, La Jolla Junior High School, Placentia, Orange County

FAITH to watch the clouds go by,
To trust there's rain in yonder sky;

To wait the blade from sun-parched soil,
Through months of drought and grinding
toil;

Belief that sinking sun shall rise
To greater glory in the skies;

That happiness shall follow pain,
That fevered lips shall speak again;

That beauty's touch be lovelier still,
Than dew-drenched hyacinths on a hill;

That men in ignorance, truth shall see,
And seeing be forever free;

That goodness span all caste and creed,
The world from racial bonds be freed;

Faith that God shall find a way
Of love to tread, for feet of clay.

* * *

To a Problem Child

Elizabeth Raven, Crows Landing

THE light in your curls is golden,
And your Irish eyes are brown,
You voice an eternal brooklet,
And you positively won't sit down.

You scoot down the aisle on your tummy,
You stand on your head in the sand,
And the floor is littered with papers
In your generous, bold young hand.

You answer some other child's question,
You think extra home-work is fun,
You must manage every project,
For your own work is always "done".

But somehow as you mockingly tip-toe
For a book from the reading shelf,
I see in the air about you
The ghost of my third-grade self.

So remonstrance turns back upon me
To lie in my heart like a curse,
For whatever the crime you may think of,
It recalls one of mine that was worse.

Still — you choose your own retribution
Each time that your voice breaks through
With "Sometime I might teach the third
grade."

... I certainly hope you do!

CLASSROOM TEACHERS

CLASSROOM TEACHERS DEPARTMENT, CTA CENTRAL SECTION

D. J. Conley, Strathmore; President

TOO frequently the successful functioning of an organization is attributed to the efforts of its officers. It is true the officers do, and should direct the activities of the organization, but it is the thinking and the activity of the members-at-large that really make the organization function successfully.

In support of the thesis stated above, I present Exhibit Number One, to wit the report of the Education Committee made to our group at its recent meeting.

The committee is under the chairmanship of a veteran classroom teacher, Wesley G. Anderson, of Fresno High School. It is this type of thought and work that makes our Department function so successfully:

Fast-moving Times

The report of the Committee on Education today is not the results of a questionnaire but the expression of our convictions, and of our growing concern for the future.

Questionnaires are altogether too slow for these fast-moving days. Last year this Committee asked the schools of the Central Valley to answer a series of questions on their war activities, driving for stamps, bonds, and salvage, developing healthier bodies, deepening the feelings of Americanism, increasing patriotic activities, etc.

The response was most generous but came too late. School activities increased so rapidly, that by the time our findings could have been published, they would have been obsolete.

May we state now, however, that the replies were eminently satisfactory. Central Section schools are well to the front in helping Uncle Sam.

But there is a problem that teachers are facing with ever-increasing responsibility. The demands of war are eating into the very fiber of our children. The unnatural

atmosphere of the present day, martial excitement, easy money, parental absorption in war factories, fathers at the front, is having an almost devastating effect on young life. This is seen in its worst form in the startling increase in juvenile delinquency.

In its annual Crime Report for 1942 the FBI said that lawlessness and improper conduct among the nation's youth had "skyrocketed." More persons 18 years of age were arrested than in any other age-group. Never before has the peak-age been so low in FBI finger-print history. What is more, all indications are that conditions are growing worse.

Shocking Lawlessness

The situation among girls is most alarming. The number of girls under 21 arrested last year was 56% greater than in the preceding year. Girl arrests for vagrancy and disorderly conduct shot up 102%, for drunkenness and driving while intoxicated, 36%, stealing, 27%, murder, 30%.

Shocking stories of lawlessness and immorality in boy-and-girl gangs come from all over the nation. While this problem is most baffling in large war-production centers, it is evident to a marked extent everywhere.

Here is a challenge that calls out the best that is in us. J. Edgar Hoover asks that each teacher "help to organize and conduct worth-while spare-time activities for boys and girls . . . especially those apparently in need of such programs."

We must realize again that children cannot wait even for war. They still insist on growing up. "All the king's horses and all the king's men" cannot call a halt on a boy's development, but unfortunately they can help to remove the normal restraints and adult leadership that boys and girls need just as much as an engine needs a governor to keep from running wild.

The lack of male leadership is being especially felt in the junior high schools and in the physical education departments of senior high schools. Some of our secondary lower schools are entirely woman-manned. In other schools, the draft boards have been hesitant to call out all the men-teachers. We do wish that some men could be left in all such schools.

High school P.E. men make grand soldiers; they also make grand leaders

of boys. A coach is often closer to a boy's inner thoughts and problems than that boy's parents. We do not presume that much can be done about this situation, but we cannot help calling attention to it.

The war situation demands that we teachers who are left "do better than our best." When scout leaders are called away, we must take their places or get other, older, men to do so. Even though burdened with heavier teaching loads, we must assume positions of leadership in these fields.

Plan the Peace

Finally, in all our work we must focus our attention on the future. We are helping to form the thought-patterns of 20 years from now. We must constantly have our eyes set toward the peace that will follow this war. The generation that we deal with will administer the laws, the rules, and the regulations of the post-war world. Now is the time for us to see that the youth of today get a worldwide vision. Hatred must not outlast the victory. With the forces of evil crushed, goodwill must prevail.

If the schools of yesterday could train their boys and girls to vote out liquor, if Hitler could mold a whole nation by working on the German youth, surely we can cause our youth to vision a unified mankind. We can work toward diminishing race-prejudice. Just as the citizens of our embryo states in 1789 finally got the vision of the United States as a whole, so we can continue this process of horizon widening by helping our youth develop world-consciousness.

THUS our tasks are three-fold: inspiring and supervising the so-called war-activities, helping in extra-curricular fields to keep our young charges from falling victims to the stepped-up tempo of total war, and laying the foundations for the world understanding that will prevent future wars.

Come on teachers! This is our job!

Respectfully submitted,

Wesley G. Anderson,
Chairman.

* * *

Today's Techniques, successful practices in school public relations, a practical book of over 250 pages, illustrated, may be purchased from Otis A. Crosby, department of information service, Board of Education, 1354 Broadway, Detroit; price \$2. Successful practices are summarized by 19 experts, for use by teachers, administrators, PTA groups, and others interested in the welfare of the public schools.

READING FROM MUSIC

Carolyn Nunn, Teacher of Music and Grades Two and Three, La Verne Heights Elementary School, Los Angeles County

BY ACCIDENT I stumbled onto a satisfaction giving stimulus for reading through a music display. Last Christmas I put an ornate Christmas-carol book on a table in front of a Madonna. It was a corner that I had planned to change frequently. I had in mind a display of poinsettias one time, a jolly old Santa another, candles later and so on.

But I found children grouped around the songbook — softly reading and singing the words to the Christmas carols they knew — and wanting the words of the ones they didn't know. When they didn't know the tunes the singers were not deterred. They chanted them.

Singing was secondary for they were entranced with getting the words and feeling their lovely rhythmic flow.

At Christmas-time I have found a number of ways of putting this interest to work. But I was not satisfied to stop there. Somewhere along the line in my teacher training experience I picked up the information that the more avenues a certain piece of learning travels in entering the child's consciousness the surer it is to stay. If words are learned through a pleasurable hearing-experience, as well as through the eye, shouldn't it be more profitable?

Christmas-time, then, is not enough for that enjoyable experience. How to create frequently that kind of a situation was my problem.

The first thing I did was to go music-book shopping. Even the ten-cent stores have anticipated us on the appeal that music-books have for children. Many of them are nicely illustrated, too.

The new State songbooks are fascinating. Just the outside edge of the book in rainbow colors opens an avenue of interest. During the latter part of January and in February there are stimulating songs that can be put

on your free-reading table with good results. One new book that gives measurable results is *Little Patriots*.

All the seasonal observances, of course, lend themselves to including song material as reading bait in your arranged environment.

Do not overlook the possibilities of your unit for such material also. A good sequence should have several such presentations. I have found songs about our community helpers and friends (the policeman, the fireman, the telephone repairman etc.) especially fruitful. These songs may be used on charts along with pictorial material you supply.

However, most of the songs present only the problem of selection. Songbooks are now well-illustrated.

Usually I buy two copies of each book. Then if I wish to emphasize some particular song in my arranged environment it is easy to do so. I tack the song up in an appropriate place with anything pictorial or informational that I wish to go with it.

As groups of children find their way to this display I call their attention to the book on the reading-table that has a bookmark in it. Some of them, I have discovered, prefer to read from the tackboard. I teach second and third grade and some of them are partial to charts. They will read from books under teacher-direction, but they prefer chart or chart-like material for free-reading. Consequently, I took my cue from that and transferred the shorter songs to my chart book.

NOW to the dividends that accrue to our reading account from this music-reading experience. Laying aside the interest in reading that comes as an obvious and valuable child expression, what are some of the skills and habits that are worthwhile?

First, for the slower readers, the immature children, they are widening their ability to absorb a vocabulary. Recognition is sharp-

ened by foreknowledge. They bring to this type of reading complete assurance because they already know the words. Reading is easy now. They get the habit of reading being fun.

Mature readers, especially on the third-grade-level, get some elementary language out of it as well as reading. They ask why there are some words beginning with capitals when there has been no end of the sentence indication. From that observation they can learn that lyrics of songs are poetry and that there are specific rules governing the writing and reading of poetry.

Skills such as reading to the end of the sentence before dropping the voice gets added emphasis here because of the rhythm that has to exist to make words, sense and music fit. By the same token, skills in observing the comma in reading, can be given wider practice.

Division of Words

Another question that arose was regarding the little dashes or "lines" as the pupils called them, that break up the words into syllables. A chart of some song they are familiar with, or a blackboard presentation will not only clear up the difficulty that may arise in the pure reading situation, but aid in understanding the language need of dividing words at the end of lines. The division of words, both in language and reading, comes about as a natural fact to the children.

The need to use indices and table-of-contents to find songs they know and want to read as they sing comes up. *Star Spangled Banner* is one that will come to the fore. One of my mature third-graders insisted upon reading *Star Spangled Banner* from a dry-looking upper-grade paper-backed songbook. He persisted until he read all three verses. He gets much satisfaction out of re-reading it. Now he's helping other children with the words. Furthermore, he uses the index intelligently to locate other songs — some I didn't know were there! His own songbook has been brought to school to share through our reading table.

As you do this kind of thing with children, you will find other skills growing out of the experience, for one presentation of free music reading leads to another. Watch the youngsters for your next cue. With me it is still in the experimental and productive stage. It's fun and I'm skipping along watching for any nascent interest that can advance the reading skills.

But I think the best dividend that music books in arranged environment pays, better than skills and habits, is the dividend of sheer joy that pupils get out of coupling words and sound as they explore song after song.

POSTWAR PLANNING

WINNING — AND KEEPING — THE PEACE

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EVERYONE realizes that the most important job to be done today is to get this war finished. By the same token, all of the energies and abilities of all of the people in the United Nations should be bent unceasingly toward this end. None of us should ever waver in his determination, or in his effort to achieve our ultimate goal.

At the same time, there are times when prosecuting this aim, when interludes are bound to momentarily appear wherein we wonder what sort of a world this is going to be after the war is over, and just what it is that we are fighting for, and seeking to maintain, or to establish.

Will we be able to inaugurate a way of life throughout the world that will permit of no more wars? Will we live in a world wherein the creative abilities of its inhabitants will be used toward the betterment, rather than the destruction of mankind? Will we again permit mistakes to be made whereby those who lust for power can make it possible to throw the whole world out of gear, and into suffering, at periodic intervals?

It is just, and fair, that this type of thinking should be going on, while the war is still being prosecuted, granted that the successful prosecution of the war is the first and greatest consideration for everyone, and is in no way impaired thereby.

Disarmament is definitely not the answer; nor will it be until the Utopian era has been reached. Which means, that as long as there are human beings on the earth, disarmament should be discarded. It is as well for nations to disarm as it would

be for cities to take the arms and other law-enforcing weapons from their policemen, on the presumption that if the police were disarmed, the criminals would do likewise, and not take advantage of the policemen. Or, carrying this just a step further, why not disband the city police force all together, on the theory that if there were no policemen, the criminals would automatically disappear. The situations in this respect, between cities and nations, are parallel. And one course of action is no more fantastic a presumption than the other.

International Organization

The most logical step, then, is the establishment of an International Police Force, which presupposes an international Congress of Nations, from which would come the authority to direct the police force. This in turn presupposes an organization wherein all of the governments of all of the people on earth are represented. While membership should be voluntary, it must be all-inclusive, and that perhaps should be one of the conditions for the cessation of hostilities in this global conflict.

This organization would be of such a nature that every nation, and thus every person, would be adequately represented in a democratic manner. Democracy is the best political structure under which to live that has as yet been devised, and is the only means of government which gives consideration to the rights and privileges of every individual in the organization.

This organization would be empowered to put teeth into the laws to be enforced by the International Police Force, and this force would be used at the direction of the interna-

tional organization whenever and wherever directed to act.

By its very nature, this police force would have to be extremely mobile and readily available in order to function; which means that those United Nations which have maintained large navies would be called upon to bear the brunt of its existence, and which means that the United States Navy would be one of the important factors involved.

Be Prepared

It would not be possible to depend upon signatory nations to organize troops after trouble starts. The mayor of a city could not expect to maintain order if he had to call for the establishment of a police force after disorders broke out. The police force must be already in existence. The same thing is true of the States in establishing national guards, highway patrols, and such agencies. The sheriffs of counties are State-authorized officers. And this same procedure would have to be put into effect on an international scale in order for it to be effective, and it would very definitely have to be an adequate force to meet any hypothetical situation which might arise within the structure of the organization.

Armies and navies are maintained by nations; in the same way an international force constantly maintained could effect and maintain international order.

THE structure of this International Congress — or whatever it is called — must be of such a nature as to take into consideration all of the various modes of living, outlooks, religious beliefs, and philosophies of life of all of the peoples on the earth. That is, it should be of such a nature that it would allow each people to develop its own philosophy and culture, but subject always to international law so that they will not interfere with the rights of other peoples. This international government would also have the responsibility of not letting any

* The opinions or assertions contained herein are the private ones of the writer and are not to be construed as official or reflecting the views of the Navy Department or the naval service at large.

country use its own military might against others.

Such an organization could only be built on mutual esteem, respect, and trust among those nations that have proved worthy of these confidences; and as recalcitrant nations became worthy of them, their weight would be accepted according to the population and area that they represent. Nationalities would in no sense be eliminated, but national jealousies, hatreds, and suspicions must, of necessity, go by the board. A check and balance type of representation would be employed, to insure mutual justice.

World Resources

This organization would utilize the economic resources of the world society so that the determinant of production would be the general good, and not the interests of particular groups of nations. The various peoples would be permitted to select their own political systems within the framework of freedom of speech, of the press, and of religious practice. The basis must, of necessity, be tolerance and recognition of civil rights and individual freedom.

The interdependence of nations has been proved again and again. The international organization would establish and maintain international order, cooperation, and organization. It would have the power to make and enforce international discussions, and direct the activities, when the need arose, of the international police force. Racial arrogance, international brigandage, tyranny, oppression, and exploitation would never be tolerated under any circumstances, nor permitted to ever again establish a foothold in the relations between nations.

Within this framework there would be a reasonable guarantee for each individual, no matter where he lived, to have employment suited to him, and to receive for his labors adequate compensation so that he could live, and prosper, and progress, according to his efforts, and in keeping with his neighbors. True, standards of various nations would differ, but no nation

would prosper at the expense of, or because of the exploitation of, any other part of the world, or any other people.

It will be centuries before the outlook of people in some parts of the world will be changed; but this does not mean that they would not be good members of the international organization; nor would the organization necessarily attempt to change their outlook. They would develop their own culture within the framework of the organization, and as long as they did not encroach upon the rights and privileges of their neighbors, they would in no degree be imposed upon themselves.

No nation would be permitted to play the pirate and take the materials from the markets of the world by warring methods. No nation would be permitted to run roughshod and relentlessly over another simply because its leaders lust for power or wealth.

The ruthless nations would be kept within the bounds of decency by the International Police Force, and not permitted to get out of line as set

forth by the international organization. International laws for order and for relationships between nations, would be promulgated and made common knowledge and law throughout the world. Attendant punishments and reparations for infractions would necessarily be imposed. Thus no nation would be allowed to delude itself with notions of grandeur, and become set in a policy of unwarranted national aggressiveness.

THERE always have been, and probably always will be those who lust for power, and who seek to get their own ends regardless of the rights of anyone else. The world will not be safe against the wars which they start until an adequate police force is set up to repress their very first steps of aggression.

The establishment of an international organization, whose keynote is tolerance, yet firmness in the rights of both individuals and nations, is not just wishful thinking. It can be done. Until it is done, there will be recurring wars, each one more devastating and punishing than its predecessor.

Flash-Cards Grow Up

Beatrice Krongold, Muir Junior High School, Burbank, Los Angeles County

THE flash-card is an "elementary" creature; simple, effective, but oh so very ordinary. Indeed it is possible the lowly flash-card suffers from an inferiority complex, so little interest is shown in its personality and status.

Modern advertisements — colorful — popular in appeal and interest with their catchy words, phrases, and slogans, offer themselves to the reading teacher as a "vitalizer" with such startling eye-catchers as "I Married a Madman," the familiar "What I Had to Put up With," and the colloquial "Let's Get Away From it All." These clippings from book-jackets, magazines and newspapers, bring laughing variety into what is usually dull routine. Entire series of unit-words,

place-names and the like can be built up.

Students like to bring magazine and newspaper phrases to paste on large cards, together with brief pictures, caricatures, and cartoons to furnish additional clues to pronunciation. These flash-cards can be used in story arrangement or to reiterate words needing emphasis.

This is but a device offered for occasional use to enliven the reading drill.

Let the lowly flash-card have status. Let it come of age!

* * *

Wartime Problems in Education — proceedings of a conference held at School of Education, University of California, Los Angeles, 65 pages, may be obtained by addressing Dr. Lloyd N. Morrisett, professor of education, University of California, Los Angeles. The two-day program comprises general sessions and six work groups or seminars.

MILITARY HYGIENE

MILITARY HYGIENE AS A PRE-INDUCTION COURSE

Wilbur F. Douglass, Science Teacher, Polytechnic High School, Long Beach

AGROWING consciousness of the responsibility of secondary schools for specific pre-induction training of future selectees has led to the adoption of a comprehensive plan by Long Beach Board of Education. Much of the detail of execution has been left to the principals of the senior high schools and the Junior College.

It is not the purpose of this article to discuss the implementing of pre-induction training in general, but to outline one of the 3-week required courses for all able-bodied boys who have reached their 17th birthdays.

It is hoped that the following abridgement of instruction in military hygiene, as given in Long Beach Polytechnic High School, may be of assistance to others faced with similar responsibility. Because of the brief time available, little attempt is made to discuss phases of hygiene that will be a part of the training-program *after* induction. The content has been selected on the basis of the greatest needs, as indicated by the observations of the instructor as a platoon and company commander in the American Expeditionary Forces of World War I. Here is the gist of the lectures:

You boys may wonder why you are required to take this course in military hygiene. Our purpose is to give you pertinent information concerning the mental and physical health hazards of military life *before* the acute need for it arises, as it surely will.

We have no desire to force our opinions or advice upon you. But we will present some facts for you to think over before determining your own policies and making your own decisions. Even in the Armed Services you will find many opportunities for self-command.

"To be forewarned is to be forearmed!" Surely a wise man will learn as much as possible from the experiences of others, as well as from his own. I have a vivid recollection of the friendly counsel given to a group of us junior officers by a white-haired, kindly colonel, when we reported

to his regiment for service in 1918 in France.

Although he was an efficient military man, he sat down with us and talked like the right kind of a father would to his boys. The wise suggestions about our future duties, drawn from the colonel's long experience with troops and as a West Point instructor, helped us over many a rough spot in the months ahead.

Recently a letter was turned over to me, written by the captain of a merchantman on the Atlantic to his son, a senior in this high school. Here is a quotation from it:

"That class you mentioned, being conducted in school—is a most timely one. From what I hear of conditions out here, things are pretty bad and I suppose it is the same out there. Learn all you can at those classes—not the hard way—by experience."

The hazards to be mentioned are unavoidable; how will you meet them?

Safe Return

Contrary to what you may fear, in all probability you will return safely. All the wars in which our country has participated have produced only a quarter-million of battle fatalities. When you compare this figure with the nearly 100,000 accidental deaths each year, you see your chances of surviving the war are pretty good.

Your training will increase your chances if you apply yourself. Some branches of the service are more hazardous and, more unfortunately, the casualties are from among our finest boys.

The most important question is: what kind of a man will you be when you come back? Much of the answer to this question rests with you.

Epidemic diseases and warfare have gone hand in hand throughout history. In fact, disease has changed more military decisions than the generals have. It is easy to see how war produces epidemics. Armies have always been the means of spreading infectious diseases. The desolation, undernutrition, filth, and social ruin which follow active military operations are a fertile seedbed for disease germs.

Vaccination and other methods of immunization have controlled some of the military scourges of the past. After you are inducted into one of the Armed Services,

you will be immunized to typhoid and paratyphoid fevers, smallpox and perhaps other serious diseases. But there is no generally-used method of protecting you against two great enemies of armies in the field—typhus and dysentery.

Typhus fever is a louse-borne disease that is again raging in eastern Europe and may yet have an important effect on the outcome of the war. If our expeditionary forces are again required to campaign in Europe, this disease may become a grave menace to the health of our troops.

The only protection available to the individual soldier is to keep as free as possible from vermin. This is a difficult task under some conditions, as we can testify after once sleeping for three weeks in bunks previously occupied by Algerian troops. However, body-lice cannot stand soap and water.

Public Sanitation

You who have always lived in communities with a safe water and milk supply have little conception of the effect of dysentery on armed forces. Public sanitation and personal hygiene are almost unknown in many parts of the world where our forces are now operating. Uninstructed human beings have a remarkable tolerance for filth.

It is questionable if there are any safe water sources in some of these countries, unless water is first boiled or chlorinated. The clearest of village fountains may be a treacherous source of intestinal infection. You had better dehydrate for days at a time than to disobey orders relative to food and drinking-water.

ALCOHOLISM is a real military hazard. It is no exception to the rule that many health-hazards of military life are due to the necessary over-crowding of small areas and the frequent absence of normal controls, such as the possibility of isolation and cleanliness. The drinking of alcoholic beverages is often an unfortunate by-product of normal gregariousness and the social pressure of the crowd.

Because of political and economic pressure, our government is doing little or nothing to protect you against this hazard. Therefore you must do your own thinking and make your own decisions with reference to this problem.

Marshall Petain ascribed much of the responsibility for the fall of France to alcoholism in the French Army. It has been stated that the per capita

consumption of alcoholic beverages in France at the time of the French collapse amounted to $2\frac{1}{2}$ quarts *per week*.

There is plausible significance in the fact that the Japs chose early Sunday morning for their sneak-attack on Pearl Harbor.

Some physiological effects of alcohol have been grossly exaggerated in the past. Medical men disagree as to the extent to which even long continued drinking-habits may contribute to sclerosis of the liver, vascular deterioration, and kidney malfunction. But there is general agreement that alcoholism predisposes to pneumonia.

Psychological Dangers

The real danger in alcohol is psychological. Its greatest affinity is for nervous tissue. Alcohol has an initial narcotic effect on the inhibitory and control functions. The nervous functions are affected in the reverse order to that in which they evolved.

In other words, this narcotic first robs a man of those qualities that distinguish him from a mere animal. Your instructor once sat for four months as a member of a court-martial. It was our unpleasant duty to try soldiers for offenses that, in almost all cases, were directly attributable to alcoholism.

Much has been justly said about the danger of addiction. After long investigation, the commission of the League of Nations which was dealing with this problem concluded that the chief factor in drug addiction is the availability of the drug. This is something to remember and think about, in evaluating the subsidized propaganda that you see and hear on all sides.

Although it usually requires several years of drinking to produce confirmed addiction, I have seen soldiers and officers whose entire usefulness was destroyed in a few months. Such rapid deterioration is an illustration of the great difference between individuals in their tolerance for alcohol. The efficiency of no one is increased by its use. The effect on many is devastating.

Drinking under the stress associated with military life is an escape-mechanism. As such it is unwise and disintegrating to the personality. Abstinence is the road to military efficiency. "The morale which comes out of a bottle is not the morale to put into a battle."

Sex hygiene is closely allied to the alcohol problem. A great majority, perhaps 90%, of venereal infections are contracted after drinking. This is true in military as well as in civilian life.

It is perfectly normal for you to be attracted by the opposite sex. Heterosexual desires are normal in all healthy men. Most of you have been reared in good homes where you have been taught respect for womanhood. If you are normal, you look forward to the establishing of your own home.

But military life separates such men as you from the normal contacts of home and postpones the time when you can satisfy the normal mating-instinct in a decent manner. For millions of men, this means a choice between continence and a resort to prostitutes. Ever since there have been armies, they have been followed by droves of loose women and other human dregs, ready to exploit and feed on the animal instincts of young men.

The Decent Life

Contrary to statements you may have heard, there is absolutely no medical evidence that continence in any way harms the individual. Repression, contrasted with self-control, consists in denying that you have these instincts and desires. They are just as normal in you as in any other animal. Perhaps my meaning may be better understood after hearing the following statement by a physician who has made a special study of this problem:

"As long as civilization endures, sex will have to be controlled. Only irresponsible imbeciles can believe that one can run riot with sex. Because sex-repression plays a part in the neuroses, it does not imply that sex-license spells perfect health."

"We maintain that sex was restricted by the struggle for existence; in civilization society found it expedient, for very good reasons, to reestablish those restraints that were abrogated through the lightening of the struggle for existence. Without restraint or control there could be no sublimation and hence no cultured state. Enough of that sex freedom asininity."

"On the other hand, repression means ignoring the very existence of the sex-in-

stinct which is equally foolish."—A. A. Brill, *Sex and the Physician*, a chapter in "Twenty-Four Views of Marriage," edited by Clarence A. Spaulding, Macmillan, 1930.

Prostitution is degrading to both the parties to it. One cannot escape the loss of self-respect that results from the violation of a code which derives from centuries of racial experience.

I have witnessed in some of my former comrades the acute remorse that may follow sexual lapses on the part of essentially-decent fellows. The pressure will be severe. It takes a man to stand against it.

The following quotation by a young officer, now in Africa, and a graduate of this high school, is taken from a talk he made to the men of his command one day last summer:

Young Man in Africa

"I know that you are lonely at times, men, because there are times when I look off into the clouds and think dearly of home. I know that you might not come back from this war, because I am in it with you, and I know what it's all about."

"But let us not use this loneliness and this war for an excuse for our own degeneration. If we do take advantage of these two factors and behave like animals, we have already lost that thing we are fighting for. We have lost the right to be free and to enjoy the progress of civilization, for we are setting back civilization hundreds of years."

The venereal diseases as a military problem are almost entirely a product of prostitution. From the standpoint of hygiene, this is the most important phase of this topic. No prostitute can be in business very long, usually only a matter of hours, without becoming infected with either or both syphilis and gonorrhea. The so-called "charity" girl can be even more of a menace in this way, since she is never subject to any compulsory medical examination.

SYPHILIS has been said to destroy the individual while gonorrhea does the same to the race, since it is responsible for a great deal of sterility. Syphilis is caused by a minute animal parasite that can get into the body through any moist membrane or the slightest abrasion or scratch in the skin.

It is so short-lived outside the body that its transmission is almost invariably by direct contact, although it is not uncommon for a community

drinking-cup, flask or whiskey-bottle to transfer the spirochetes from the mouth-lesion of one individual to his companions.

This disease was introduced into Europe by the returning sailors of Columbus who had contracted it in the West Indies. Within a generation it was spread over Europe by armies and had a virulence not seen since, although it has remained a major scourge throughout the world during the intervening centuries. Only comparatively recently has salvarsan, an arsenical drug, offered the possibility of eventually eliminating this ancient enemy of mankind.

Very Dangerous People

The person suffering from syphilis is a highly-dangerous individual. About 5% of the population have it. Society has not yet supported the compulsory isolation and treatment of cases of syphilis, probably because of the usual origin of the infection.

During the tertiary or chronic stage of untreated syphilis, there may be a long period, perhaps years, when there are no visible symptoms and a false sense of security is engendered. All the time the deadly micro-organisms may be doing their destructive work in the central nervous system, the arteries, or almost any other part of the body. About 15% of all insanity has a syphilitic origin. The "great deceiver" may be responsible for almost any human disability.

Gonorrhea is a pus infection of the genito-urinary system and is about twice as prevalent as syphilis. It is a much more serious disease than many uninformed persons believe. Much of the blindness in the world is caused by infection of the eyes at birth. If untreated, the disease becomes very resistant to later cure. The new sulfa drugs promise much more effective control of gonorrhea.

"In World War I venereal disease was contracted by 430,000 men in our Armed Forces; in spite of the widespread use of chemical prophylaxis. The latter is only 90% effective, even when used promptly after exposure.

The Surgeon-General of the United States Public Health Service, the Army, and the Navy, together with our military leaders, are doing what they can to reduce prostitution and promote clean living on the part of service-men, through a program of educational films and lectures. Congress has enacted a law making prostitution a federal offense within a reasonable distance of military establishments.

The sum of the matter is that your own safety and your moral, mental and physical welfare rests largely with yourself. If the ethical motive means nothing to you and you are destined to be one of the 15%, as estimated by the Army, who are incorrigible in this respect, the least you can do is to avail yourself of all possible protection against infection.

The only wise and decent decision to make is to wait for sexual satisfaction until such time as you can bring home a woman of whom you can be proud. Ask yourself what kind of a man you will be when you come back to your own women-folks.

Military life has its *mental hazards* also. More care is being taken in this war to avoid the induction of men with unstable nervous-systems who would be the first ones to crack up under the strain of active service.

But at best, the stress will tax the soundest of personalities. If you are to come back to civilian life fit to assume a useful place in society, you will have to work at the job of preserving mental health. Perhaps the following suggestions will help you in this important job of self-conditioning:

Obviously, your opportunity to select your own associates will be more limited than it has been in your civilian life. You will be forced to rub elbows for 24 hours a day with every conceivable type of personality. If you allow it, your peace of mind can be destroyed by some of these contacts. The best plan is to accept these comrades as they are and not as you wish they were. Look for their good traits and try to ignore the others.

The Healthy Mind

Every war gives ample opportunity for many small minds to get very arbitrary. You may find such an instance among your immediate superiors. This is only one of the circumstances that can make the going pretty hard at times. Take it and come back for more. Avoid bitterness and cynicism. Above all things, face the facts honestly and don't rationalize your own position.

This brings us to the importance of a sense of humor as a preventive of overrating our own troubles. I have seen many trying situations saved by the average American's irrepressible capacity for seeing the funny side of things.

Perhaps the most effective thing you can do to keep yourself well-balanced is to get

the habit of thinking of the other fellow and rendering unselfish help to your companions. This is the foundation of real comradeship and is what builds morale in an outfit.

THE most tragic thing that war engenders is its aftermath of hatred. Hatred and a desire for revenge are destructive emotions. To be an efficient soldier or sailor you don't have to hate your enemy.

Rear Admiral Ralston S. Holmes, commandant of the Eleventh Naval District recently said: Hate is a blinding emotion we can ill afford in our need for coolly-planned destruction of things we abhor.

It is hard to compute the effect on the personalities of young men of the necessary training for bayonet- or commando-fighting. It would seem that the only possible sanity-insurance in the face of such preparation is to keep constantly in mind why we are fighting and what kind of a post-war world we want.

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SELF-ANALYSIS

HOW DO YOU STACK UP WITH YOUR ADMINISTRATOR? A PROPOSAL FOR SELF-ANALYSIS

Howard B. Beckner, District Superintendent of Artesia Schools, Los Angeles County

ALL of us are interested in knowing how well we have measured up in the opinion of others and especially in the opinion of the "boss." A teacher wonders what the opinion of his administrator may be regarding the success of his work, and upon what bases such judgments are formed.

Having been a teacher for many years, the writer can speak both from the point-of-view of a teacher and of an administrator. Probably, there are times when every teacher wonders how an administrator thinks when he chooses for reelection, promotion, or commendation certain individuals whom the teacher feels are less worthy than himself. A conscientious teacher who goes quietly about his business, works hard and well, solves his own difficulties, and seldom pesters his principal or superintendent, expects his work to speak for itself.

Workshops of Freedom

Others, either consciously or unconsciously, continually seek out and demand the attention of the administrator. They ask his advice; they tell him their troubles; and they point out their successes. Surely the former is the more to be commended, but experience seems to show that if not over-done, some of the latter is also useful in traveling the road to success.

It is recognized that administrators are individuals and as such, no two think alike. What seems to be especially important to one, appears less so to others. However, the requisites to successful teaching as they are outlined below probably also represent to a reasonable degree, the views of administrators generally. At any rate they should be of interest to teachers, and perhaps a help in self-analysis, as

well as aid the teacher in seeing himself as he is seen by his administrator:

Three Prerequisites to Teaching Success

1. Interest in, and enthusiasm for the job.
2. The ability or personality necessary to secure the goodwill and respect of pupils. (A teacher who really likes pupils, will nearly always be liked by them.)
3. Willingness to work.

Lacking the above, no amount of excellent training, modern methods, special abilities, experience, or good looks will bring genuine success.

Ways to Win the Approval of Your Administrator

1. Show by your willing and helpful attitude that you are ready to do the "little extras" and to help in emergencies, without feeling imposed upon.
2. Do your part and more, even though your neighbor doesn't.
3. Show a positive approach in all your work, and demonstrate initiative.
4. Do not try to corner more than your share of the materials, books, and supplies.
5. When there are reports and records to be prepared, do not make it necessary for him to ask repeatedly for them, or for explanations because they are incomplete or carelessly done. Have them on time.
6. Let him know what is going on that is to the interest of the school, but avoid gossip about your fellow workers.
7. Don't be too easily offended when he forgets or is careless in giving you a word of praise or encouragement when he should. Remember also, that he dislikes to criticize and does not do it to be cantankerous or to show his authority.
8. Be loyal to the school, and support your administrator as you wish him to support you.

Some of the above may seem like little things, but it is the little things that mark the difference between two people of equal ability. These things represent legitimate ways to "get in good with the boss."

Bases for Judging the Success of Your Work

1. Have you secured a pupil-response that is enthusiastic and vital?
 - a. Do you find it unnecessary to "pound" or "drive" to get them to work?
 - b. Have they gained in their ability to initiate and carry a task to a conclusion?
 - c. Have you been successful in handling classroom discipline?
 - d. Have they liked you as a teacher?
2. Have your pupils grown or advanced as much as might reasonably be expected in one school year?
 - a. Scholastically?
 - b. In citizenship, and social adjustment?
 - c. In personality and leadership?
3. Have you followed the course-of-study prescribed for your classes, not slavishly, but in a manner such as to prepare your pupils for the work ahead?
4. Have you been cheerfully cooperative with your fellow workers and with the administration?
5. Have you devoted the time and energy to teaching that the parents and taxpayers have a right to expect? Or have you only done the minimum necessary to "get by"?

If you can answer each of these questions conscientiously in the affirmative, you will have no need to worry about winning the approval of your administrator, — you will have it.

* * *

A Prayer

On Approaching Middle-Age

Alberta Dredla, Palo Verde High School,
Blythe

O, GOD of Youth,
Keep me young!
It isn't the years —
I don't feel stung . . .
It's just . . . I haven't begun.
I would go back toward youngness.
Not forward . . . to oldness.

O, give me subtle power
To travel on with tireless youth,
To view the future chasm, vast.
I cannot think of yesterday,
It is past —
And tomorrow burst open with the sun.

O, keep the walls
From pressing in on me!
I want youth . . . I would be free!
This one plea — O grant to me —
This one!

BETTER TOMORROW

TOWARD A BETTER TOMORROW IN THE WORKING WORLD

Ruth E. Kearney, Teacher, E. R. Snyder Continuation School, San Diego

THE War Manpower Board's increasing demands for more workers in essential industries has created many disruptions in a war-crowded San Diego, where a civilian population has grown by leaps and bounds from 175,000 to 385,000, excluding servicemen or members of the Armed Forces.

The resultant problems of living-quarters, high cost of living, rationing demands, care of children of working parents, have heaped many burdens on schools and teachers. However, one of pressing demands which must be considered is that of the Work-Experience Program with all of its ramifications.

At the beginning of the 1942 fall semester, San Diego city schools embarked in the Work-Experience Program as a means of meeting the needs of harried employers fighting desperately to maintain themselves in business, and also to keep students in school who, during the summer months, had developed a taste for the working-world.

The program was commenced in September, 1942, and gained momentum during the fall months to such an extent that hundreds of eager high school students crowded employment offices of the various secondary schools of the city.

San Diego schools offered pupils the opportunity of going to school 4 hours daily and working 4 hours daily on the job. It was decided that two high school students could take over the work that one adult had formerly done, thus releasing the adult for work in essential industries and military service.

Statistics change rapidly in San Diego, but at least 1200 secondary pupils are regularly being employed 28 hours weekly, in jobs ranging from postoffice work, messenger jobs, laundry assistants, to boat-builders and aircraft workers.

The present trend has been that stu-

dents are drifting more and more to jobs in aircraft factories and relinquishing jobs which would help the small business man who is badly in need of labor. At present the San Diego schools have been participating in a work-experience program for about 9 months. Many admirable jobs have been done by students. However, wide-awake school people must consider the problems and work together in building a better working world of tomorrow. Some of the problems of the program are:

Program Problems

1. Inflated ego of working students.
2. Truancy and absenteeism at school and on the job.
3. Drop-outs from school.
4. False prosperity of the present time.
5. Health of working students.
6. Student morale on the job.
7. Need of considering the service aspect of the work-experience program.
8. Better understanding of labor problems by school-people.
9. More facilities for vocational guidance.
10. More work-experience coordinators in the schools.
11. Formulation of a long-term program for the world of tomorrow.
12. Consideration of the student for agricultural pursuits, in addition to industrial demands.
13. Better occupational orientation courses in the schools.
14. Modification of entire school curriculum to embody more utilization of industrial needs.
15. Provision of time in the pupil's day for planned recreational activities.

An ideal work-experience program for a city system should have a Youth Council, set up as a separate unit or as part of the activities of the coordinating councils of the various cities. This council probably should be directed by a central work-experience coordinator for all of the city schools. Council members should include representatives of school, labor, PTA, recreational and religious groups, and management.

This council should have an overall picture of all the needs of Youth — labor, social, recreational, and scholastic. Each city should have a vocational guidance bureau. A central work-experience coordinator should be an active member of the bureau. This coordinator would handle problems of cooperation between the school and management, consider labor's angle of student employment, and serve as an agent for the

dissemination of information about the working-world.

Each individual high school in a city should have a work-experience counsellor or vocational counsellor who would be the central agent in coordinating the work-experience program for each particular school.

Regular occupational orientation-courses should be offered by the schools. Students should consider such problems as standard of living, high cost of living, income tax, safety on the job, health on the job, etc.

Employers should be given every opportunity to have conferences with employment counselors to discuss matters in common.

In addition to this, special guidance counsellors should be set up in each job classification such as aircraft counsellors, counsellors in construction work, distributive occupations, commercial work, etc. These counselors would have frequent conferences with both employers and pupils in their own particular field-of-work.

At all times the world of tomorrow should be considered. Every effort should be taken to incorporate into the curriculum essential factual matter needed by the pupil. The curriculum of tomorrow will have to be built more and more around the needs of the actual business world.

Vocational schools should have an opportunity to get some higher class students for the trades. The "white collar complex" will have to be combatted to even a greater extent. Many school departments could carry on a program of job-analysis similar to the one carried on in the apprenticeship committees.

Wider Experiences

The courses-of-study offered by schools could be scrutinized to see that students are getting a wide range of experiences. For example, in the Consolidated apprenticeship program, a student is assigned to a certain machine for 300 hours, 500 hours, or for some other period. After he has spent the allotted time on that particular machine, he has an opportunity to insist upon getting more work experience at another machine.

So, in many of our secondary courses, many production line techniques could be incorporated in the classroom. Good study and working habits are essential for productive workers. Students should gather all possible information on ways of understanding labor unions, social security, and all of the complex labor laws of the present time.

Last, but not least in the school working picture, one should consider the classroom teacher or the home-

room counsellor. Ideally speaking, more secondary schools should offer a two-hour period for pupils—particularly for Low 10 students. An artist teacher skilled in two subjects, such as English and social science, should see the child from several angles. His health, morale, recreational opportunities, home life, and scholastic achievement should be studied to see that his life is the best that is practicable, according to his endowment and opportunities.

The children of tomorrow may work 3 hours daily on a production line and utilize the other hours of the day in worthwhile leisure activities.

Constantly, the artist teachers should utilize every opportunity of seeing that pupils in her classroom have an opportunity to participate in extra-curricular activities. A hobby for every student should be her goal, for the future world probably will see avocations triumph over vocations.

THE problems of tomorrow are momentous, but we can meet them when Teaching becomes a Profession, not merely a job, and all students become imbued with the idea that after all, this present war is a struggle to make this world a better place for the youth of our Republic, of the United Nations, and of the World.

* * *

Science and the War was a cooperative presentation recently made by Santa Barbara State College Science Department and Santa Barbara Museum of Natural History in Mission Canyon on a Sunday, 1-6 p.m.

The exhibits included natural camouflage, applied camouflage, history of weapons, living parasites and tropical diseases, use of x-ray, petroleum and its products, prehistoric warfare, steel and iron alloys, organic substances used in war, wartime disease control, plastics, natural rubber preparation, carrier pigeons, motion-pictures, victory gardens, science education, conservation education.

Combined personnel of the Museum and State College Science Department was in charge of exhibits and discussion-groups. Professor Harrington Wells of the State College who was in charge of the project is nationally-known in the field of natural science education.

Some New Books

Laura B. Everett, Oroville

An American Lewis Carroll

DERRICK Norman Lehmer, professor of mathematics and inventor of calculating machines to be used in advanced mathematics, rescued rare Indian music by inducing native singers of the Southwest to sing where records could be made. Dr. and Mrs. Lehmer translated the words and he gave the songs at different times.

Mr. Stephen Lehmer has trained his students in the Albany schools to give some of this collection in recitals. Dr. Lehmer was the author of two operas. His *Ballad of Fightery Dick* (Macmillan) is a book welcomed by men in the Service.

Mathematicians, judging by the author of *Alice in Wonderland* and Derrick Lehmer, must have a keen sense of humor and an understanding love of children. These qualities are outstanding in the poems Dr. Lehmer wrote for his children. These have been collected by his wife and published by Gillick Press, Berkeley. They may be obtained from Mrs. Derrick N. Lehmer, 2736 Regent Street, Berkeley. Just the Two of Us, by Derrick Norman Lehmer, illustrated with drawings by Beulah Mitchell Clute, contains 35 poems; some of them appeared in *Delineator*, *Step Ladder*, *Overland Monthly*, and elsewhere. The *Stroller*, *Rumpelstiltskin*, *Dandelion Fairies*, *Giant Blunderbore*, and *The Troubadour*, were set to music by Dr. Lehmer and are published in a volume entitled *Five Little Songs, If They Call For More*.

Just the Two of Us, Verses for Boys and Girls, captures the spirit of childhood in a way that should endear it to teachers and mothers. Hildegarde Hawthorne writes of it: "I have read and reread the verses. There is a fresh charm to them, a sensitiveness to the feelings of childhood, a delightful humor not easy to find in poetry" . . . From *The Land of Delight* and the exquisite *Little Starry Eyes* to Mr. King's uproarious adventures, the book is a treasure trove. The poems are grouped as *Drowsy Verses*, *Rhymes of Springtime*, *About Fairies*, *Wind Songs*, *Secrets*, and *Adventuring*. The Gillick Press, Berkeley: \$1.55.

For Little Readers

RATHER pitiful, isn't it, when people don't know one bird from another. Too bad they couldn't have begun with some

such book as *Everyday Birds*, by Gertrude E. Allen. Half-page explanations accompany delightful drawings by the author, most of them against bright backgrounds. Houghton Mifflin; substantially bound; 85c.

Pito's House, a Mexican folk-tale, by Catherine Bryan and Mabry Madden, is a gay bit of story with humorous pictures. It teaches in lively fashion that nothing is so bad it can not be worse. Macmillan, \$1.50.

The Pigtail Twins, by Anne M. Halladay, instils friendliness toward everyone and emphasizes the varied origins of Americans in a desirable way. It's a timely little volume. Friendship Press, \$1.

Here's something for the bored little boy who has never thrilled to a book: *Old Blue, The Cow Pony*, story and pictures by Sanford Tousey, author of *Twin Calves* and *Ned and the Rustlers*. If these pictures don't catch him, what will? Albert Whitman, \$1.

Three Others

ROCKWELL D. Hunt, the historian, is author of a biography that presents a Californian of early days, a citizen of statesman-like views and forward-looking achievements: *John Bidwell, Prince of Pioneers*. The introduction is by Dr. William G. Paden of Alameda. Teachers will find invaluable material in a form that older grammar grade and high school students can use. Caxton Printers, \$3.

Fun and Festival Among America's People, compiled by Katherine Ferris Rohrbough, is rich in suggestions for the teacher. The contents of this pamphlet of about 50 pages includes Festival Programs for Special Days, *An American Culture Carnival*, Games from Other Lands, Food from Many Lands (accurate recipes), Folk Songs, and a bibliography. Friendship Press, 25c.

Strangers No Longer, by Annie B. Kerr, is a timely book to aid in the development of the tolerance that comes from understanding the racial backgrounds of the peoples who make America. The Decision of Ali Asqueri, Grandmother Siranoosh Receives a Guest, Christmas and the Kurenkos, The Downfall of Diego Delgado, and 9 other stories make up a book with a purpose. Friendship Press, cloth, \$1.

* * *

Dr. John Henry Lyons new book *Stories of Our American Patriotic Songs*, given review in our May issue, was selected by Institute of Graphic Arts from 1500 books submitted by several hundred leading publishers, as one of the 50 best books of the year printed by offset and is being exhibited in major cities throughout United States. Dr. Lyons is director of music education, Pasadena City Schools.

His book is published by Vanguard Press, New York City.

JUNIOR COLLEGES

THE CALIFORNIA JUNIOR COLLEGE FEDERATION

John G. Howes, President; Dean of Taft Junior College

CALIFORNIA Junior College Federation was organized in the spring of 1929 as a means of coordinating the activities of the three regional associations previously formed in Northern, Central, and Southern California. The first annual meeting of the Federation, under the presidency of A. C. Olney, principal of Marin District Junior College, was held in April 1930, in San Diego.

The papers read and the reports made at that first meeting were on subjects which have, in large part, dominated the attention of the Federation down to the present time. These subjects are orientation courses, two-year semi-professional courses, desirable changes in legislation, American Association of Junior Colleges, and guidance in the junior college. This program might well serve the deliberations of a Federation Conference at the present time if to each of the titles were added the phrase 'in view of present war conditions.'

The Junior College Federation from the very first has relied upon the State Department of Education for counsel in the formation of its policies and for assistance in the arrangement of its programs. The need for such a federation, as seen by Mr. Olney while serving in the State Department, was largely responsible for its organization. The Federation is greatly indebted to Superintendent Walter F. Dexter and to Assistant Superintendent Aubrey A. Douglas for counsel and assistance.

Relationships Established

Definite relationship with University of California was established in 1932 with the formation of the Junior College Conference Committee on Affiliations, composed of representatives of the university and of the junior colleges. This committee has dealt with such matters as standards for transfer to the university, personnel reports by the junior colleges and progress reports by the

university on transfer students, forms of transcripts, and uniform numbering of courses. Similar problems of coordination with the State Colleges have been dealt with by the Federation Committee on Relations with the State Colleges, which, from time to time, has met with the presidents and deans of these institutions.

The insistence of problems having to do with the universities and colleges has naturally tended to give the impression that the junior colleges regarded themselves as "institutions of higher learning." This is a misconception. The junior colleges have always regarded themselves as secondary schools. Now that university and college problems are on the way to solution, relationship with the high schools and with professional educational organizations will undoubtedly receive more attention. This development is looked forward to by junior college administrators. The groundwork has already been laid. In accordance with its constitution, the Federation holds its annual conference in conjunction with California Association of Secondary School Principals. The president of the Federation is a member of the executive committee of the Principals Association. The Federation also has standing committees on relations with California Teachers Association and relations with Association of Adult Education.

California Junior College Federation is also a part of a larger educational organi-

zation. It is one of the six regional associations, making up the National Association of Junior Colleges and comprising over 600 junior colleges throughout the United States. The president of the Federation is a member of the executive committee of the National Association.

Thus every member junior college is made to feel that it is not only an integral part of the educational system of the state but is a part also of a national organization for the solution of special educational problems affecting what has come to be known as the junior college field.

Impact of War

At the present time, the impact of the war is naturally moulding the counsels of the Federation. Since the declaration of war, three special conferences of the Federation have been called, all of which have been held at Bakersfield because of its central location and favorable accommodations. So successful were these conferences that a proposal has been made that the Federation hold a regular "Bakersfield Conference" every fall in addition to the spring conference in conjunction with the Principals Convention.

THE main problems of concern by the junior colleges at the present time are naturally ways and means whereby the junior colleges could assist in the war effort and in the solution of problems arising out of the war. Such questions have been dealt with as acceleration of students, the Army and Navy Reserve programs, and financing of the junior colleges. Not only is it necessary that the junior colleges be maintained during the war period, but they must be in favorable condition for the anticipated increased demands which will follow the war. These subjects were also considered at the annual Federation Conference at Hollywood, April 19-21, held in conjunction with the convention of the California Association of Secondary School Principals.

Presidents of California Junior College Federation Since Its Organization

A. C. Olney, Marine Junior College.....	1929-31
Floyd P. Bailey, Santa Rosa.....	1931-33
C. S. Morris, San Mateo.....	1933-35
Grace Bird, Bakersfield.....	1935-36
	(Change of Constitution provided for election of President in even-numbered years.)
Nicholas Ricciardi, Sacramento.....	1936-38
A. J. Cloud, San Francisco.....	1938-40
Rosco C. Ingalls, Los Angeles.....	1940-42
Richard E. Werner, Salinas.....	1942-44
	(Resigned in November, 1942, to enter United States Army.)
John G. Howes, Taft.....	1942-44



Learning to Read

LILLIAN Lamoreaux, director of curriculum and instruction, Santa Barbara Public Schools, and Dr. Dorris May Lee, co-author of *The Child and His Curriculum*, are co-authors of *Learning to Read Through Experience*, an illustrated book of 212 pages, issued by D. Appleton-Century Company, 35 West 32nd Street, New York City; price \$1.50.

This book is unique in several respects and gives detailed and specific suggestions for developing the various factors influencing reading-readiness. Santa Barbara City Schools have done much important work in this field in recent years and are nationally-known.

* * *

American Society for the Hard-of-Hearing (Pacific Zone) has as vice-president and head of the executive committee Mrs. Grace T. Wedemeyer, Box 353, Gilroy. Recently in connection with California Conference of Social Work, Los Angeles, the Society held a breakfast and an afternoon session; Dr. B. V. Morkovin, Psychology Clinic, USC, was general chairman. Mary Rogers Miller, 1209 Crenshaw Boulevard, Los Angeles, is chairman of the legislative committee.

* * *

War Recreation Alert

National Recreation Association
Western States Conference

NOVEMBER 11-13, 1943, Hotel Fresno; opening session — Thursday, November 11, 2 p.m.; closing session — Saturday, November 13, 9-11 a.m.

This schedule makes it easily convenient for people from both north and south to reach Fresno on the San Joaquin Daylight or by car without exceeding the speed limit.

Program Content

Meeting Dimouts — on budgets, outlays, supplies, workers, travel.

Digging In — on playgrounds, parks, beaches, golf courses, camps.

Going to Cover — for children, youth, family, neighborhood, community.

Building — physical vigor, mental stability, emotional poise, buoyant morale.

Charting and Mapping — for richer living under Victorious Peace.

For details address George W. Braden, 200 Ledyard Building, Pasadena.

Guidance Manual for High School Victory Corps is pamphlet 4 in the Victory Corps Series, issued by U. S. Office of Education; comprising 42 pages, it covers the guidance functions in Victory Corps in all types of secondary schools.

* * *

Basic Electricity

SCOTT, Foresman and Company, 623 South Wabash Avenue, Chicago, has issued *Basic Electricity*, by Beauchamp and Mayfield; 312 pages, profusely illustrated, price \$1.60. This excellent text, prepared at request of War Department and U. S. Office of Education, conforms with official training-course outline PIT 101.

The book measures 8 x 11 inches with innumerable large pictures and diagrams. The large size of page also facilitates subject-matter organization that does something practical about differences in individual ability. For the able students there is more expanded and difficult material in the form of footnotes at the bottom of many pages; for the less capable the boxed-in review material at the top of the page, with the illustrations and captions, give a speedy and comprehensive review of important points.

Postwar Years

JOBS — Freedom — Opportunity in the Postwar Years, a 48-page illustrated pamphlet, is issued by National Association of Manufacturers, 14 West 49th Street, New York City.

It comprises preliminary observations by the postwar committee, with special reference to the nature of the postwar problems and domestic and external requirements for prosperity. It enunciates the principles which must underlie any sound solution of postwar problems.

* * *

Wartime Adjustments Needed in Secondary Schools is a 60-page mimeographed bulletin issued by Office of Los Angeles County Superintendent of Schools; division of secondary education, Reuben R. Palm, director; at 808 North Spring Street, Los Angeles. It conveniently assembles authoritative statements pertaining to wartime activities that secondary schools have been asked to undertake in order to assist our Republic in the war.

A NEW SERIES OF BASAL READERS

FOR THE MIDDLE GRADES

THE GOLDEN ROAD TO READING

HELEN HEFFERNAN

WILHELMINA HARPER

GRETCHEN WULFING

The authors of this outstanding series of readers are recognized authorities in the use and place of children's literature in elementary education. They have provided a wealth of material for the development of ability, good taste, and comprehension in reading. The illustrations are unsurpassed in meaning and attractiveness.

Fourth Grade, ALL ABOARD FOR STORYLAND

Fifth Grade, SAILS SET FOR TREASURE LAND

Sixth Grade, ON TO ADVENTURE

Separate Teacher's Manual for each grade

BENJ. H. SANBORN & CO.

Chicago

WE'RE WONDERING

A RADIO SERIES USED BY VENTURA COUNTY SCHOOLS FOR INTERMEDIATE CLASSROOM LISTENING

Georgiana K. Browne, Radio Supervisor, Ventura County Schools

IN planning the radio series for intermediate listeners, it was first necessary to understand the type of curriculum for which it was planned. Under the social studies plan of Ventura County Schools the area of experience cuts across all phases of the curriculum. It involves a well-rounded concept of all basic understandings.

With this broad concept of a social study area in mind, Ventura County planned a series of radio broadcasts for intermediate grade listeners that would include material from a wide range of subject-matter fields.

In order to cover so wide a field as social studies it was necessary to limit each of the 32 broadcasts of the year to a single complete presentation.

Broadcast topics were selected from subject-matter fields such as geography, history, music, literature, health, physical education, biography, science, and nature study.

These were selected with consideration of pupil interest, adaptability to curriculum patterns, possible use in the classroom in connection with units of work in progress, and suitability for radio script.

To lend some feeling of continuity to the series, it was titled *We're Wondering*. With such title it was possible to bring any manner of subject matter into the broadcast and, in the brief 15-minute time, point out at least a few

pertinent facts concerning the topic.

"To open the door of thinking" was the goal of each broadcast.

The facts given needed to be pertinent, vital, and few. The patter planned about the facts presented needed to have elements of interest and entertainment which would hold listeners of varying ages.

By way of illustration, — in the field of physical education, a broadcast centered on two facts: (1) games grew from the customs of the people, and (2) types of games depended on the kind of lives lived by the people. These facts were sketched in story form, then an example given, such as the familiar folk-game and song, Oats, Peas, Beans and Barley Grow, describing its origin, giving the meaning and then directing the listeners in the playing and singing of the game in the classroom.

Biographical sketches emphasized little-known incidents in the lives of great men. The incidents were chosen

*Here are Ventura County schoolchildren giving a radio broadcast in social studies.
Plate courtesy Santa Barbara News Press*



to show the close relationship of the childhood of these great people to the lives of growing boys and girls today.

One of these broadcasts in the field of science dealt with the making of the calendar and the measurement of time; the origin of names commonly used to measure time were presented.

Each broadcast was a complete unit. Each showed the unlimited horizon in that particular field of learning. Each pointed clearly to the fact that an area of experience is a broad and comprehensive learning experience spreading itself over the whole general field of life itself with wonderings as the sign-posts pointing to further learnings and fuller understandings.

* * *

Women at Work in Wartime, by Glover, is Public Affairs Pamphlet 77, issued by Public Affairs Committee, 30 Rockefeller Plaza, New York City; 32 pages, illustrated, price 10c.

* * *

Communique from CTA is the war title of official newsletter of Kings County Unit, CTA Central Section; Holger Bjornsen, president; Charles B. Gilmore, secretary-editor. Now in its 6th volume, this excellent mimeographed bulletin is well-edited and of real value.

GLASS IS FASCINATING

Clara Mork, 3rd Grade Teacher, George Washington School, Anaheim, Orange County

IF what is glass made?" I once asked each of my 30 third-grade pupils as, one by one, they filed into the classroom after a short recess. They had been told that we would have one of our "question games" again, and so were prepared to do some real thinking in response.

The answers were rather startling, however. "God makes it that way," I was informed; also "Sunshine grows it." Twelve pupils were quite sure it was mined and polished. "Wood" and "cloth" were other replies, and one boy even thought that glass was made from ice. (That, I am sure, could only happen in this frostless area!)

Only two pupils knew that sand was used in glass-making. One of these explained that soda and old broken glass were also used, and that lead was added to make fine "musical" drinking-glasses. His father had once worked in a glass factory, so this boy volunteered to tell us what he knew about it, from the mixing of the "batch" to the need of a cooling-furnace.

His impromptu talk was the beginning of an enthusiastic bit of research by the entire class.

In Our Course of Study

Since that time, I have included the study of glass-making, in some form, in each year's course-of-study, and have adapted it to several different grades and age-levels. Invariably, the pupils find it a rather novel and unusually interesting unit-of-study.

Whenever possible, we visit a factory, usually a small one where lamp-chimneys and bottles are blown. The glass-blowers sometimes blow hats, hammers or baskets for us, and sometimes, much to our delight, we are given a chance to try our skill.

From our library we get all available books and pictures on the subject.

To bring our study to a climax we usually invite other classes to see our exhibit.

This is very colorful and gay, with each piece of glass labeled. This year's display contains the following varieties of glass.

This Year's Display

Colored (topaz, azure blue, ruby red).
Safety (layered glass, wired glass).
Engraved (cut into with wheels).
Plate (made between rollers).
Spun (used for insulating).
Magnifying (in various shapes).
Mirror (in tints of blue, flesh and rose).
Optical (for helping different eye-defects).
Glass tinted purple by desert sun.
Cutglass.
Cooking dishes.
Frosted glass.

* * *

Off Duty Education in the Armed Forces, War and Navy Departments, a 16-page bulletin prepared by Special Service Division, Services of Supply, United States Army, concisely describes the many ways in which the person in service may continue school work and also to prepare for promotion.

Ginn and Company have issued two new important English books, — *English at Command*, by Herzeberg, a new one-year course for later high school years linking English study forcefully to the war effort and modern times. It places grammar and composition in the Victory program; price \$1.32.

* * *

English Every Day, by Johnson and others, the grade 7 book in Daily-Life English Junior Series, is well-integrated with the books for grades 8 and 9. This 3-book series is specially recommended for junior high schools or other schools operating on the departmental system. It is new in content, in illustrative materials, and in general spirit. It reflects the altered geography, habits, motivations, work attitudes, and aspirations of the American people in wartime; price \$1.28.

* * *

Study Arithmetics, by Studebaker and others, 1943 revision, includes the latest developments in a continuous series of successful arithmetic texts, published by Scott, Foresman & Company. Book 4, the first to be published in the new revision, has 352 pages, many illustrations in four colors, plenty of space between type-lines for easy reading, and many other admirable features; price 88c.

A new book by Mabel Vinson Cage —

What About Your English?

Price, \$1.30

- Easy, informal, practical
- Demonstrates language in use in situations familiar to junior high school students
- Relates language to active interests of students — movies, radio, hobbies, games.
- Features these sections:

PREPARING FOR THE FUTURE (vocations)

YOUR OWN BUSINESS (business procedure and business use of language)

THESE AMERICANS (emphasizing rights and duties of good citizens)

HARR WAGNER PUBLISHING COMPANY

San Francisco

California

OUR CHUCKLE PARTY

CHUCKLE-JUG CARNIVAL PROVIDES INTERCOMMUNICATION SYSTEM

Lucile Hendricks and Opal Vertrees, Departmental Elementary Teachers, Banning, Riverside County; Charles M. Clark, Principal

WHEN our student body acquired more than \$100 last fall by selling scrap-metal which the pupils themselves had collected, our faculty decided that a carnival might be held in the spring, to try to enlarge the fund sufficiently to buy an intercommunication system for the 18 rooms of our two buildings and cafeteria.

The carnival, which took place on the evening of March 19, netted more than enough to cover the complete cost of the modern sound-equipment.

First we had a contest among the pupils to select a name for the carnival, and "Chuckle-Jug" was the winning title.

In a similar manner 5 attractive girls of the upper grades were nominated as candidates for "Queen of the Chuckle-Jug." The tickets carried ballots for voting, which continued until 9 o'clock on the evening of the carnival. Then a very beautiful program was presented and the Queen was crowned, the other candidates acting as her attendants.

Some clever advertising was done in advance. In journalism classes articles were written for the local newspapers. Pupils in art did not fail to catch suggestions offered by the name to make unique ballot boxes and humorous posters.

On the day before the carnival a parade of over 100 children gave a lively demonstration. The girls drill-team in red and white uniforms which they had made, comical clowns doing tricks, and gaily decorated bicycles added color to the parade. Noisemakers and placards helped to draw attention and inform the public.

Pupils in arithmetic drew plans for the 14 booth set up in the large auditorium, which was fantastically embellished in a color theme of red,

white, and blue. A "beauty shop," fortune teller's tent, fishing pond, bingo, darts, and other games of skill furnished a great deal of amusement.

Some of the premiums awarded were appropriately in season, as small tomato-plants for Victory gardens. There were booths also for peanuts, popcorn, lemonade, ice-cream cones, and actually hamburgers and hot-dogs, as well as pie and coffee.

The different classrooms of the Central Building were used for side-shows, such as boxing, tumbling, dancing, and a thrilling melodrama. One was decorated as a Latin-American room, where music and dances in costume were presented and tasty hot Spanish dishes served. The large school orchestra played intermittently from the auditorium stage, where the program of all events was announced by students using the microphone.

Before the carnival more than 10,000 5-cent tickets were sold by the school boys and girls. Pupils were given a free ticket for every dollar's worth sold. These tickets were used instead of money for general admission and in all booths and side-shows.

The response of the public was so great that nearly 3000 more tickets were sold during the evening of the big "Chuckle-Jug." Folks are already requesting another such program for next year.

The idea of the carnival was suggested by our principal, Mr. Charles M. Clark, who, with the assistance of some of the boys from shop class, is now making installation of the intercommunication setup. This equipment includes a master control-cabinet for the office, and will make two-way communication available with any selected classroom speaker. Announce-

ments may be made to any one group or all classrooms at once. Students will be able to use the apparatus as an aid in individual speech development and also to tune in on special school broadcasts.

The carnival was lots of fun for all, at a time when public morale needs lifting, and we feel that we still have something to chuckle about!

* * *

Ease in Speech, by Margaret Painter, head of department of English and director of speech activities, Modesto High School, appears in a praiseworthy new edition issued by D. C. Heath and Company, 182 Second Street, San Francisco; 464 pages, price \$1.80.

Chief revision features of this nationally-known popular text are a new chapter on voice; extensive rewriting of the chapters on parliamentary law, group discussion, formal address, and radio speaking; minor rewriting in every chapter; some new exercises and examples in each chapter; exercises in grammar added to several chapters; modernization of material where needed, including bibliographies; phonetic alphabet in appendix; crisp new illustrations, closely keyed to the text.

* * *

Literature and Life

SCOTT, Foresman and Company have issued *Literature and Life in America* and *Literature and Life in England*, by Miles and Pooley; fine big books of 744 and 840 pages; prices, \$2.12, \$2.32.

These attractive third- and fourth-year high school texts comprise admirable selections of recent contemporary writings.

The Scott, Foresman life-reading service program, originally appearing in 1929, entitled *Literature and Life*, rapidly attained national recognition and is now appearing in completely revised and new form.

California representatives of Scott, Foresman and Company are: A. H. Goddard, 1152 Amador Avenue, Berkeley; H. B. McAllister, 1233 S. Hope Street, Los Angeles; E. B. Wickersham, 181 Pitman Avenue, Palo Alto; Hans W. Schmidt, College Department, Berkeley (on leave—U.S. Service).

LETTERS

Office of War Information
Washington

Dear Editor:

Most classroom magazines and educational journals are stressing from time to time the importance of good nutrition to the war effort.

But the Government now finds it necessary, in view of the impact of almost complete food-rationing, to ask editors to put on what amounts to a tour de force in behalf of a special nutrition campaign which has just been inaugurated by the Office of Defense Health and Welfare Services and the Office of War Information.

Whatever you may have done to support the teaching of sound nutrition in the schools of the nation, we hope you will find it possible to stress the fact that, as a result of scarcities and point-rationing, the American people must change their eating-habits and pay more attention to the requirements of a balanced and adequate diet.

We have available a limited number of papers covering the following subjects:

The Dietary Situation in the United States.
The Food Elements You Need . . . Why You Need Each of Them . . . In What Foods You Can Get Them.

Wartime Food Demonstrations — What They Are and What's Involved in Them.
Conserving the Food You Buy.

These materials will be mailed to any editor intending to use them in support of the nutrition campaign.

We will appreciate your cooperation in this important phase of education for a maximal war effort.

Sincerely yours,

Emery W. Baldwin
Head, School and College Section

* * *

War Department
Services of Supply

Office of the Director, Special Service
Division
Washington, D. C.

For the Attention of Educational Administrators and Guidance Officers:

Young men and women who must leave school or college to enter military service should be informed about educational opportunities provided through the United States Armed Forces Institute.

The catalog of the Institute, *What Would You Like to Learn?*, is provided for the use of counselors, deans and other guidance officers of schools and colleges.

The Institute catalog lists courses available to members of the Army, Navy, Marine Corps, and Coast Guard. It assists school

officials in helping students about to enter the service to plan continuing programs of education.

School officials can help students in two important ways, — by providing adequate information and by emphasizing careful advance planning. In addition to the catalog there are posters for display on school bulletin boards.

Special announcements in school newspapers and faculty bulletins and by other means are recommended.

Students should be encouraged and helped before they leave school or college to make careful advance plans to insure wise use of their time devoted to education while in the service.

The objective might well be to plan with each student prior to induction a DURATION PROGRAM of courses — approved courses which will be accepted for graduation or degree requirements.

Copies of the catalog and poster, and other information, may be obtained by writing to the Commandant, United States Armed Forces Institute, Madison, Wisconsin.

It is not expected that a catalog will be provided each student about to enter the military service. All Army and Navy establishments have a supply of catalogs and application forms.

For the Director:

Francis T. Spaulding,
Colonel, A.U.S.
Chief, Education Branch

* * *

United States Testing Company

For the 5th consecutive year, United States Testing Company announces plans for its yearly summer course. The success of all previous efforts, the timeliness, and steady demand for this type of study encourages the Company officials to continue these classes.

Begun as an experiment in better consumer-business relations, the course has found a niche in proving to be a practical training period in textile testing. This training has answered a need created in theoretical textile studies by giving students the opportunity to study and operate the latest of testing equipment.

This year, as in the past, students will have the personal instruction of the Testing Company's staff technicians working under the direction of G. R. Turner, supervisor of the Company's Textile Laboratory and instructor of a course in textiles at Columbia University.

Classes will be held during the company's business hours and will be in session from

9:00 a.m. to 4:00 p.m., July 12-30. There will be a small fee charged this year for the 3-week period to cover the cost of supplies, mimeographed text and samples necessary for the student's laboratory work.

The group of students will be limited in number, in order that they may have the advantage of individual instruction and the opportunity to work with actual testing equipment. Applicants are required to have some elementary and textile training in order that some major portion of the 3 weeks may be devoted to an intensified study and use of testing apparatus.

Applications which may be obtained from the United States Testing Company's main laboratory in Hoboken, New Jersey, will be available, on request, to representatives of the fields of education, home economics, industry and retailing who are invited to take the course.

By A. L. Brassell
Vice President

Main Laboratories
Hoboken, New Jersey

* * *

Co-operative Extension Work
in
Agriculture and Home Economics
State of California

Dear Sir:

The publication California's Natural Wealth was sent to all California schools in 1941 and is available from the State Department of Education, Sacramento, at 25c, plus 1c tax, postpaid.

This publication was prepared by a group of specialists on natural resources in California and edited carefully so as to serve as material for class-work in California high schools.

However, it was sent to all elementary schools as the subject matter can well be

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used by teachers of the lower grades also. The information is presented in concise and simple form so as to save the time of both teachers and pupils.

Robert E. Burton has used the book in his classes in science and forestry in Santa Cruz High School and reports that it is excellent for this purpose. I believe that many teachers will find it useful in their classes in natural science, civics and forestry.

Correspondence received from teachers and pupils since Conservation Week in March leads me to believe that the availability of this text on conservation should be brought again to their attention.*

Your assistance in this matter will be greatly appreciated.

Very sincerely yours,

Woodbridge Metcalf
Extension Forester

* See this magazine, January 1941, Page 3.

* * *

California Association for Childhood Education
Mrs. Neva W. Hollister, President,
4669 Madison Avenue, Fresno, California

Mrs. Edith B. Storey, Corresponding Secretary,
727 Palm Avenue, Fresno, California

Dear Editor:

California Association for Childhood Education is pleased to announce that a Regional Conference of the Association for Childhood Education will be held at University of California at Los Angeles, July 13-14-15-16.

The program will consist of general sessions, field trips, workshops and branch forums.

Nationally-known personalities who will be conference leaders include Mary Leeper, executive secretary of Association for Childhood Education, Washington, D.C.; Dr. Marie Belle Fowler, director of family life education, Cornell University; Jennie Campbell, in charge of elementary education, State of Utah; Helen Heffernan, chief, division of elementary education, California State Department of Education; Dr. Helen Christiansen, director of nursery education, UCLA, Los Angeles, and vice-president of Association for Childhood Education.

The planning-committee personnel includes Dr. Helen Christiansen and Mrs. Gladys Chandler, co-chairmen; Mrs. Evelyn Lord Abbey, Mrs. Dorothy Melrose, Miss Clarissa Bacon, Mrs. Bertha Hirsch and myself.

Thank you for any help you can give our Conference.

Sincerely yours,

Neva W. Hollister.

Spring Poetry

MRS. Joyce Edmondson, teacher of language arts, grades 6-8, South Santa Anita Elementary School, Temple City, Los Angeles County (Dean E. Nielsen, district superintendent), sent us a charming packet of verses, outbursts of spring, garnered from her young hopefuls. She says, "There was no special attempt to get them. Most of them were found on pages of notebooks with various other sketches." Severe limitations of space prohibit publication of the entire series, but we are glad to publish one:

MY DAD —

My daddy's coming home —
Oh, Gee!
He's been away across
The sea!
To fight for Freedom and
For me!

* * *

Hopes Anew

W. J. Sanders, Visalia Junior College

Of men I have a weariness:
Their petty feuds, their shallow creeds;
Their selfish ends, their sordid deeds;
Their specious speech, their pompous airs;
Their minion minds, their mundane cares.
Of men I have a weariness.

Of men I have a joy supreme:
Their aims achieved, their gaze still high,
The earth their floor, their roof the sky;
Their minds alert, their purpose sure;
Their motives just, their actions pure.
Of men I have a joy supreme.

Of men I have a faith sublime:
Their lusts subdued, their thoughts upraised;
Their wills flung free, their deeds unpraised;
Their spirits fed, their souls inspired;
Their vision clear, their zeal fresh-fired.
Of men I have a faith sublime.

* * *

Army Selectees Handbook, for those men who will be called for duty, is a praiseworthy 80-page book by Lt. John R. Craf, QMC, U. S. Army, published by Stanford University Press; price 75c.

* * *

The Far East — annotated list of publications of use to teachers, 12 mimeographed pages, may be obtained gratis from U. S. Office of Education, Washington, D.C.

Book Men Are Professional Folk, by Otto W. Haisley, superintendent of schools, Ann Arbor, is a recent one-page article published in Michigan Education Journal. Mr. Haisley declares that "publishers representatives are modern educational troubadours who have a distinct contribution to make of a professional nature. There rests on them an obligation which extends beyond the sale of a book or the distribution of a pamphlet.

"There is no mere salesman-customer relationship to the school people. They are trafficking in ideas which affect you and me and our constituency. They bear a professional relationship to us and have a responsibility to the cause of education equal to that of our own."

Ray H. Loomis of Los Angeles is president of California Bookmens Association.

* * *

Dental Pictorial

THE preventive dentistry program of American Dental Association receives a new impetus with publication by the Association of Dental Pictorial, a bi-monthly illustrated publication — first of its kind — which tells the story of dental health in lay language.

Through the cooperation of practicing dentists and others in the field, Dental Pictorial is expected to reach many thousands of American homes, as well as teachers, health officials and libraries.

Edited by Dr. Lon W. Morrey, director of the bureau of public relations of the Association, it is profusely illustrated and printed in color, and presents a new and diversified dental educational material.

Subscription price is \$1 for two years; address Dental Pictorial, 222 East Superior Street, Chicago.

* * *

Education by Radio

RADIO is an outstanding medium of public education. California teachers realize fully that they need to take advantage of every possible educational device if they are to do their duty by their pupils during war and reconstruction times. Association for Education by Radio is a national organization of forward-looking educators. Its purpose is to promote a better understanding and use of radio for educational purposes.

If you wish to join this group and receive their very live Journal each month, please send your \$2 membership fee to Association for Education by Radio, 228 North LaSalle Street, Chicago.—N. Evelyn Davis, Long Beach.

CTA Honor Schools

School Staffs Enrolled 100% in California
Teachers Association

Northern Section

Modoc County — Mrs. Hallie M. Tierney, county superintendent, Alturas, reports Modoc County teachers enrolled 100%. She credits Stuart Waite, principal, Cedarville Union Elementary School, with this splendid record as he persisted until every teacher joined.

Sacramento City Unified School District — Administrative department, American Legion, Bret Harte, California Junior High, C. K. McClatchy Senior High, Coloma, Crocker, David Lubin, Donner, El Dorado, Fremont, Jefferson; Kit Carson, Lincoln and Leland Stanford Junior Highs; Lincoln, Marshall, Newton Booth, Riverside, Sierra, Tahoe, Theodore Judah, Washington, William Land. — Ruth Dodds, president, Sacramento City Teachers Association.

Bay Section

San Francisco — Bay View, Children's hospital class, Edward R. Taylor, George Peabody, Longfellow, Raphael Weill, Sanchez, San Miguel, Shriners hospital class, and Twin Peaks Elementary.

Oakland — Luther Burbank, Charles Burckhalter, Clawson, Cleveland, Crocker Highlands, Edison, Fruitvale, Glenview, Hawthorne, Highland, Jefferson, Laurel, Lazear, Horace Mann, Manzanita, Edwin Markham, Maxwell Park, McChesney, Melrose, Montclair, Parker, Peralta, Piedmont Avenue, Redwood Heights, Rockridge, Sequoia, Elisabeth Sherman, Toler Heights, Washington, and Whittier elementaries; Golden Gate Junior high, and Central Trade high.

Alameda City Entirely 100% — Edison Franklin, Haight, Lincoln, Longfellow, Mastick, Porter, Washington elementaries; and Alameda high.

Albany — Marin elementary.

San Jose Entirely 100% — Abraham Lincoln high, Edison high, Technical high, San Jose high, Peter H. Burnett junior high, Herbert Hoover junior high, Theodore Roosevelt junior high, Woodrow Wilson junior high, College Park, Ann Darling, Gardner, Grant, Hester, Horace Mann, Jef-

erson, Lincoln, Lincoln Glen, Longfellow, Lowell, Selma Olinder, M. R. Trace, Washington, and Willow Glen elementaries.

San Joaquin County Entirely 100% — Alpine, Banta, Bruella, Calaveras, Calla, Chartville, Clements, Collegeville, David Bixler, Davis, Elkhorn, Enterprise, Escalon, Everett, Farmington, Four Tree, French Camp, Garden, Glenwood, Grant, Harmony Grove, Henderson, Holt, Independent, Kingston, Lammersville, Lathrop, Lincoln, Live Oak, Lockeford, Garfield and Needham at Lodi, Lone Tree, Madison, Lindbergh and Yosemite at Manteca, Monte-zuma, Moore, Mossdale, Naglee, Oak View, Peterson, Rindge, River, Rustic, San Joaquin, Summer Home, Tokay Colony, Van Allen, Venice, Veritas, Weston, Wildwood and Woods elementaries; Escalon high, Linden high, Lodi high, Manteca high and Ripon high.

Solano County Entirely 100% — Allen-dale, Benicia elementary and primary, Browns Valley, Canright, Center, Collinsville, Cooper, Crescent Island, Crystal, Currey, Dixon, Dover, Elmira, Fairfield, Falls, Flosden, Gomer, Grant, Green Valley, Maine Prairie, Oakdale, Olive, Owen, Peaceful Glen, Pleasants Valley, Rhine, Rio Vista, Rockville, Ryer, Silveyville, Suisun, Tolena, Tremont, Union, Vaca Valley, Willow Spring, Wolfskill; Armijo high, Benicia high, Dixon high, Rio Vista high, and Vacaville high.

Alameda County Rural — Alvarado, Alviso, Antone, Castro Valley, Centerville, Decoto, Edenvale, Anna Yates and Ralph S. Hawley at Emeryville, Green, Hayward (Bret Harte, Markham, Burbank, Fairview, Hayward Highlands, and Pacific Primary), Inman, Irvington, Lincoln, Livermore elementary, Arroyo-Del Valle, May, Midway, Mission San Jose, Mocho, Mount Eden, Mountain House, Murray, Niles, Palomares, Pleasanton, Redwood, Fairmont at San Lorenzo, Stony Brook, Summit, Sunol Glen, Tennyson, Townsend, Valle Vista, Warm Springs; Arroyo high at Livermore, and Washington union high school at Center-ville.

Contra Costa County — Alamo, Ambrose, Antioch-Live Oak primary, Bay Point, Brentwood, Byron, Cowell, Danville, Excelsior, Highland, Knightsen, Lafayette, Lone Tree, Moraga, Morgan Territory, Oak Grove, Oakley, Pleasant Hill, Rodeo, Sheldon, Thos. B. Swift, Vine Hill; and Martinez junior high.

Richmond — Peres, Washington, Woodrow Wilson, Harding, Pullman; and Longfellow junior high.

Lake County — Blue Lakes, Burns Valley, Cache Creek, Cobb Valley, East Lake,

Kelseyville, Lakeport, Lower Lake, Lucerne, Middletown, Mountain; and Middletown high.

Marin County — Bolinas, Fairfax, Fort Barry, Inverness, Kentfield, Laguna Joint, Loma Alta, Marshall, Mill Valley (Tamalpais Park grammar and Primary, Old Mill, and Homestead), Olema, Point Reyes, San Anselmo (Yolandsdale, Red Hill and Sir Francis Drake), San Jose, San Pedro, Sausalito and Tiburon.

San Rafael — Grammar, Short, Coleman, B Street, and West End.

Napa County — Calistoga, Carneros,

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Note: Priorities frequently needed. See CMP Reg. 5A of the War Production Board.

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Chiles Valley, Gordon Valley, Howell Mountain, Oakville, Los Amigos, Mount George, Mount Veeder, John L. Shearer and Lincoln at Napa, Oat Hill Emergency, Pope Valley, Soda Canyon, St. Helena, Yount; Napa junior high, Napa senior high and junior college, and St. Helena high.

San Mateo County — Alpine, Bayshore, Belmont, Brisbane, Burlingame (Washington, Pershing, Coolidge and Hoover), Coastsides Union, Greersburg, Higgins, Hillsborough, Jefferson at Daly City (Woodrow Wilson elementary, Crocker, Jefferson and Thornton), La Vista Union (Bell, La Honda and Seaside), Central and Fremont at Menlo Park, Lomita Park, Millbrae primary and intermediate, Montara and Moss Beach, Pescadero, Pigeon Point, Pilarcitos, Pomponio, Portola, Purisima, Ravenswood, Redwood City (McKinley, John Gill, Central, Lincoln, Washington and Garfield), Rockaway, Edgemont and Northbrae at San Bruno Park, San Mateo elementaries 100% (Baywood, Beresford, Borel, Hayward Park, Lawrence, Peninsular Avenue, Park and Turnbull), San Pedro, Tunis, Martin primary at South San Francisco; Half Moon Bay high, Jefferson high, and Pescadero high.

Santa Clara County — Adams, Alviso, Burbank, Burrell, Evergreen, Franklin, Gilroy Schools 100% (Jordan, Eliot, Severance and Wheeler), Llagas, Los Gatos, Highway at Mt. View, Orchard, Santa Clara elementaries 100% (Intermediate, Washington and Fremont), Saratoga; Gilroy high.

Palo Alto — Addison, Purissima, and South Palo Alto.

Sonoma County — Alexander, Alpine, Arcadia, Bay, Bennett Valley, Bliss, Canfield, Cinnabar, all of Santa Rosa City (Annex, Burbank, Fremont, Lincoln, and South Park), Cotati, Creighton Ridge, Daniels, Dunbar, Duncans Mills, Dunham, El Verano, Felta, Freestone, Fulton, Geyserville, Green Valley, Guiford, Hall, Healdsburg, Hearn, Jenner, Jonive, Junction, Lafayette, Lambert, Litton, Lone Redwood, Meeker, Mount Vernon, Ocean View, Payran, Petaluma elementaries 100% (Lincoln, McKinley, Philip Sneed and Washington), Potter, Reservation, Riebli, Roseland, Starr, Steuben, Strawberry, Todd, Iowa and Two Rock Union, Vine Hill, Watson; Analy union high, Santa Rosa high, Cloverdale high, Petaluma junior high, Cotati junior high branch and Penns grove junior high branch.

Stanislaus County — Belpassi, Bonita, Central, Cole, Denair, Fairview, Gratton, Grayson, Hart, Hickman, Jackson, Jen-

nings, Jones, Keyes, Laird, Milnes, Mitchell, Mountain View, Yolo and P Street Schools at Newman, Paradise, Prescott, Ransom, Rising Sun Joint, Roselawn Joint, Salida, Shiloh, Stanislaus, Stoddard, Tegner, Lowell and Hawthorne at Turlock, Washington, Waterford and Westley.

Tuolumne County — Belview, Big Oak Flat, Corner, Groveland, Phoenix, Summerville, Wards Ferry; and Sonora high.

Modesto — Burbank, Franklin, John Muir, and Lincoln.

Stockton — Schneider vocational high, Edison high, Bungalow, Luther Burbank, Franklin, Grant, Hazelton, Junior Trade, Lafayette, Lincoln, McKinley, Monroe, Victory, and Weber, and Bret Harte preventorium.

Vallejo — Curry, Farragut, Grant, Lincoln, Roosevelt, and Steffan Manor. — E. G. Gridley, Bay Secretary.

* * *

Soldiers at School

Berkeley Evening School Conducts Classes for Military Post Personnel

C. Edward Pedersen, Principal, Berkeley Evening School

TWO classes which are contributing to the war effort are being conducted by Berkeley Evening School from 3:30 to 5:30, five afternoons per week, for about 50 members of a military unit located in the vicinity of Berkeley.

The Superintendent's Office was approached by the Commanding Officer of the camp, who asked for cooperation in teaching some of his men the fundamentals of reading, writing, and arithmetic. It was explained that these men had had very little schooling.

A good soldier must be able to read and write. One who is sent out with messages to places whose signs he can not read or who, after returning from a scouting or combat mission, is unable to write a report of that which he has seen or done, is, of course, of little value to his country during these very important times.

The Army official in charge of ed-

ucational activities in the Bay area was contacted and, with the help of several men teachers and the adult school principal, a program was organized.

An Army placement test was utilized in determining the abilities of the men and two classes were arranged.

Reading Materials

Army publications such as Army Life (a basic reader and arithmetic booklet for Selective Service Trainees), Our War, Your Job in the Army, Newsmap, and Newsmap Supplement are used regularly as instructional materials for the course. Soldier's Reader and many other supplementary materials are used in teaching reading, writing, spelling, arithmetic, geography, and current events.

The Negro soldiers entered into the spirit of the program with anticipation and zest.

Recently the men began the writing of letters, once each week, to their homefolks. One soldier wrote his first letter the other day — to his wife — and it was a great milestone in his life!

Those in charge of the program feel that the results are unusually good and hope that after the war is over these soldiers will spread the doctrine, "good educational opportunities for all," in their home districts.

* * *

Consumer Education

MY Part in This War: Helping on the Home Front (Consumer Education Study of National Association of Secondary School Principals, a department of NEA, 1201 Sixteenth Street, N.W., Washington, D. C., 96 pages, illustrated; price 25 cents a copy) attempts to explain the economic program of the government in wartime, to show how it affects the individual, his family, his community, and his nation, and to tell what each one of us can do to make the program effective.

The monograph, prepared with the assistance of experts in several government agencies, treats of inflation, rationing, price and credit control, economic stabilization, emergency taxation, national conservation, and personal economy in wartime.

It is written with great clearness and in a style that is interesting and easy to read. Though prepared primarily for youth in high schools, it is equally suitable for adults. It can be profitably read by every citizen.

In Memoriam

California School People Recently Deceased

Grace Elinor Harris, age 33, director of supply- and headquarters-training in the post schools at McClellan Field, Sacramento, died April 27. She was born in Beaumont, Riverside County.

She held bachelor's and master's degrees from University of California, Berkeley; began her teaching career in Paso Robles, San Luis Obispo County, then taught a year in Quincy, Plumas County, high school. Later she was head of the English department, Elk Grove high school, and vocational counselor, Taft high school and junior college, Kern County.

Before going to Sacramento Air Depot last year as assistant administrator of civilian training, she had worked 8 months on the assembly-line of Vultee Aircraft. She started as an operator of a hand-drill motor, then became a riveter and drill-press operator.

Mrs. Sarah E. Camp, veteran Butte County teacher, died April 26 in Talmage, Mendocino County. Widow of A. E. Camp, one-time superintendent of Oroville schools, she was born in Butte County over 70 years ago and had lived in Oroville 35 years. Among her relatives are Robert Lee, superintendent of schools, Turlock; William Wilson, principal, Grass Valley high school; Brigadier General Arthur R. Wilson; and Major Alex Wilson.

Janett A. Hudson

A Memorial to Janett A. Hudson, Florence Avenue School, Los Angeles

SHE is not lost to us! Just out of sight
Around a bend in this Long Trail
That spans Eternity
She tarries yet awhile.

She is not gone! Too many boys and girls
Fine-molded by her hands, are part of her;
Her visions theirs, — their aims are clearer,
true

Because she showed the gleaming goal!

As long as they may live and strive
She is not dead! For in each one the seeds
she sowed
Have rooted deep, — so deep she lives,
Lives ever on!

Grace P. Harmon
Florence Avenue School

Mrs. Hudson has many friends. She was a remarkable and revered friend and teacher. Date of passing, May 7, 1943. — G.P.H.

Children Out of Hand, the Reform School, is a praiseworthy 6-page article in the May issue, *Atlantic Monthly*, by Chester Lee White, who for 13 years has counseled and taught maladjusted high school boys at Jacob A. Riis High School, Los Angeles. Last summer he served as supervisor of Lost Privilege Cottage, Whittier State School.

He has explained, on request, his teaching and disciplinary methods to classes at University of Southern California and also to Juvenile Crime Prevention Detail of Los Angeles city police.

His excellent paper in *Atlantic Monthly* is another fruit of his summer experience.

* * *

America at War, illustrated posters for school use, may be obtained by addressing Education Section, War Savings Staff, Treasury Department, Washington, D. C.

* * *

The praiseworthy Good Neighbor Series, issued by Row, Peterson and Company (E. R. Donalds, 159 New Montgomery Street, San Francisco) now presents four additional titles, — *Republics of the Pampas, Argentina, Paraguay, Uruguay; Between Mountain and Sea, Chile; Children of the Sun, Peru, Ecuador, Bolivia; The Fertile Land, Brazil*. Beautifully-illustrated with full-page color-plates and many drawings in black-and-white, these 84-page books are 56c each.

Doing Work is a new title in the fine Basic Science Education Series, 36 pages, profusely illustrated, price 32c.

* * *

Sacramento Schools

SACRAMENTO Schools Mobilize for War is the title of the annual report, 1941-42, of Superintendent Jesse R. Overturf; published as a handsome 42-page richly illustrated book, 8½ x 11 inches.

It vividly portrays the activity of California's capital city school system as it swung rapidly into the war program of our Republic.

It depicts the continuance of the regular school program of the younger children; the expanding war production training; and the varied war activities the public schools are so successfully performing.

Summer

Marcia Rehm, age 7, Grade 2, Washington Elementary School, San Leandro, Alameda County; Grace Granger, Teacher

SUMMER, summer, summer is here
And the days grow hot.
Winter has gone and there's no more rain.
There are lots of beautiful flowers —
And lots of birds!
The sun is bright
The sky is clear
The gardens are nice.

* * *

Let's Find Out

Review by Roy W. Cloud

IROQUOIS Publishing Company of Syracuse, New York, has issued two new up-to-the-minute delightful books in arithmetic, *Let's Find Out*. Arithmetic can be made happy.

The material is based on a child's natural number-interest. Each book presents drills and reviews of materials required. The material is reported again and again so that the number-facts will be placed firmly in the mind of the child. Each book is filled with artistic illustrations drawn especially for it. Number-facts are presented graphically; basic combinations are used.

The vocabulary is suitable for children of lower grades. Many hundreds of illustrations and facts are produced to give children a real understanding of the ideas surrounding the many combinations.

For 2nd and 3rd grades; price 48c each.

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Henry E. Thomson (Teacher, S. F. Secondary Schools), President
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POSTWAR EDUCATION

*U. S. Commissioner of Education, J. W. Studebaker**

AFTER the last war, I urged the passage of the resolutions of the National Education Association which looked toward "the creation of an International Commission on Education . . . to provide for a world-education in the elements of democratic citizenship and the extension of the privilege of education to all people and to all classes."

The course of events from that day to this has done nothing to shake my conviction that Education for Democracy throughout the world must somehow be achieved, if the world is not to suffer, generation after generation, from ever more destructive and calamitous wars.

I realize, of course, as do you, that important as education may be in developing amicable international relations for the future, it must go hand-in-hand with other measures, such as international arrangements for trade, for disarmament, for political organization. But these arrangements are not likely to be achieved unless they have an underpinning of sound, popular understanding as to their necessity and practicability. A world half-educated can only be half-free, and can never be secure.

So it is important that we begin now to plan for the speedy rehabilitation of educational institutions in the democratic nations which have been overrun by the Nazi hordes; and that we should also extend our planning to include assistance in the eventual reconstruction of the educational systems of Germany and its satellites in which education has been prostituted to the evil purposes of evil nationalist leaders.

Although food and medical supplies may very well be the most pressing immediate need in the liberated

nations of Europe, almost as pressing, and much more difficult to meet, will be the need of ministering to the minds of men and women, rebuilding their faith and courage, establishing their hope in the prospect of a better world for their children.

Mental Decontamination

Then there is the most difficult problem of all — the decontamination of the educational systems of the Axis nations themselves. It has often been said that this is a war of ideas. If that be true, it is hardly to be hoped that that war will end with the unconditional surrender of the vanquished.

In the field of ideas, as well as for the work of physical disarmament, the United Nations must be prepared to provide some temporary supervision of education as assurance of mental and moral disarmament until such time as the evil Nazi ideology of force has been extirpated and its place taken by a constructive program of democratic education.

IT is a tremendous task which educational statesmanship faces, with responsibility for the welfare of generations yet unborn. For, in last analysis, permanent peace cannot be a structure of economics and political relations alone; permanent peace must also be constructed in the minds and hearts of men — and that is the task of Education in its broadest meaning.

* * *

Fresno City Council of Education recently voted to pay the California Teachers Association dues for all of their teachers who have entered the Armed Forces of United States. Fresno City Teachers and the City Council merit hearty congratulations upon this farsighted professional action. Homer C. Wilson is superintendent of schools.

* Excerpt from address at recent meeting in New York City, of Institute on Educational Reconstruction in Central and Eastern Europe.

Natural English is Book 1 and *English for You* is Book 2 of an excellent two-volume, secondary-school English series by Mellie John, head, department of English, East High School, Rockford, Illinois, issued by Row, Peterson & Company, Evanston, Illinois; prices \$1.40, \$1.52. These big textbooks, provocatively illustrated, are brand new in every way and embody the best modern materials and pedagogic viewpoints.

* * *

Ballagh of Bakersfield

Miss Ballagh Retires

Ahlida Grayson Ballagh recently retired, Kern County Union High School, after 16 years of successful service there; 14 years in Bakersfield City Schools; a total of 30 years teaching experience covering all grades of elementary and high school.

Native daughter of California, she was born in Grayson; elementary schooling, Porterville; graduate, Fresno High School; undergraduate study at Stanford and UC; graduate, University of California, 1924, with honors in English and Phi Beta Kappa; masters degree in English there, 1938; graduate studies, Wooster and Northwestern.

Becoming greatly interested in narcotic education, she graduated from Palmer School at Evanston in 1937 and has had much practical experience presenting this



Ahlida Grayson Ballagh

program before service and church organizations in Illinois and teachers groups in California.

PREPRIMARY PROGRAM

COURSE-OF-STUDY FOR THE PREPRIMARY ROOM

Mrs. Arthur H. Lillibridge, Preprimary Teacher, Lincoln School, Corona, Riverside County

1. Point-of-View

A. Teacher's Viewpoint

1. An understanding and sympathetic attitude toward the slow, underprivileged or the immature child.

2. Each child is the result of a reason or a cause. An understanding by the teacher of the reason or cause of which the child is the result leads to a better understanding of the child.

3. The teacher should not expect too much of the child. Each step of subject-matter should be reduced to its simplest form. Much repetition should be used.

B. Child's Viewpoint

1. A happy attitude towards school should be cultivated at all times.

2. A feeling of success in what he attempts should be encouraged at all times.

C. Viewpoint of Parent

1. It should be understood that children develop at different rates of speed.

2. Though a child may be slow in developing it does not necessarily mean that he is slow mentally.

D. Viewpoint of School Authorities

1. That some children are not physically, socially, emotionally and mentally able to start the complex adjustment to the reading situation at six years of age.

2. That the child is developing his personality and adjusting himself to the whole school set-up in this year.

2. Approaches

A. Complete physical checkup should include:

1. Eye examination.
2. Ear examination.

3. Checkup of personality, nervous system and emotional make-up of child.

4. Vocal or speech examination.

5. There should be a "follow-up." The defect should be corrected if possible.

B. Understanding of the home background of the child:

1. Teacher visits the biggest problems. There should be an understanding attitude toward the parent.

2. Notes sent home asking parent to visit the school.

3. Notes sent home about the child, — his special problems; special successes.

3. Objectives

To develop the child through the following ways — so that he is ready to start the reading process when he enters Grade 1 at 7 years of age.

4. Content and Experience

A. Emotional and social development.

1. To take his place as a happy member of the group.

2. To overcome shyness, so that each child will enter into group activities, and will talk before the group.

3. To develop a sense of fair play, so that each child will be willing to take turns.

4. To develop the willingness to accept defeat. Jack loses in a number relay. He takes his loss cheerfully and wants to try harder next time.

5. To overcome pugnacity. To settle problems through reason.

6. To listen to and follow simple directions, as, "Will you please go to the principal and give her a note?" "Will you take Jack his lunch? He is in Miss White's room."

7. To develop the willingness to share.

8. To meet concrete problem-solving situations, as, to solve the problem of how to make a window in a simple block house.

9. To complete a simple task.

10. To help establish habits of orderliness and care of materials in the room.

11. To give each child the joy and satisfaction of achievement.

12. To build self-confidence.

B. Enlargement of experiences.

1. Social studies (The child should ex-

perience the things that he will read about in Grade 1).

a. The School: 1. Becoming adjusted to school at the first of the year. 2. Visits to all parts of the school, — office and library; cafeteria; nurse's room; janitor. 3. Fire-drill and air-raid drill. 4. School rules: walk in halls; play out of corridors, etc. 5. Go straight home from school.

b. The Home: 1. Stories about the family. 2. Experiences related by the teacher. 4. Songs about the family: Tiny Baby Brother; My Mother. 5. Gifts for Mother. 6. "How I help at Home." 7. Pictures of the family — discuss. 8. Cooking at school. 9. Sewing at school.

c. The Farm and Ranch: Developed in similar manner as school and home.

d. Animals: 1. Pets. 2. Farm. 3. Circus 4. Develop as other units.

e. Health. 1. protective foods are: Milk; vegetables; fruits.

2. Simple health rules: a. Four glasses of milk daily. b. Go to bed at 7 o'clock. c. Play in the sunshine. d. Drink plenty of water. e. Sleep with the windows open.

3. Health Chart. Morning inspection: a. Blue square for eating vegetables daily. b. Red square for drinking milk daily. c. Yellow square for clean hands and face in the morning. d. Orange square for clean teeth, etc.

4. Cleanliness: a. Take more than one bath a week. b. Wash hands after going to the lavatory and before eating.

2. Speech or English.

a. Speech of the teacher (example).

b. Speech of the children.

1. Bring toys, pets, etc., to school to show the children.

2. Children tell incidents: What I did over the week-end. My favorite toy. My pet. How I help Mother. My visit to Grandmother.

3. Dramatize: The Three Bears. The Three Billy Goats. The Three Little Pigs. The Three Kittens. Pokey Bear. Copy Kitten.

4. Social Conversation. These children should converse freely except when the teacher is giving instructions or there is a reason for silence.

5. Speech books. a. "Sounds for Little Folks" by Clara B. Stoddard. Develop the ability to say the different sounds correctly. Poems and jingles containing certain sounds — as "Tippy, Tippy, Tippy-toe Here we go," etc.

6. Memorizing poetry; examples, "How Do You Like to Go Up in a Swing" — Stevenson; "My Shadow" — Stevenson.

7. Songs Sung.

8. Nursery Rhymes.

3. Science.

- a. The seasons, — summer, winter, spring, fall.
- b. How plants grow. 1. The seed: how it unfolds and develops; experience by planting a garden. 2. Large, simple parts of a flower: stem, leaves, petals. 3. Large, simple parts of a tree: trunk, limbs, leaves.
- c. Rain and clouds. d. Snow. e. Steam.
- f. Birds: how they go to a warm country in the winter. Kinds of birds.
- g. Flowers: violet, rose, pansy, daisy, etc.

4. Numbers.

- a. Number concepts from 1 to 10: 1. Placing 2-3-6 blocks on a table. How many are on the table? How many do we take off to make four? How many do we add to make three? 2. Make 3-4 or 7 marks on the blackboard. 3. Count the Girls with blue dresses. 4. Count the boys facing the window. 5. Bounce the ball 6 times. 6. Hop 4 times on one foot. 7. Clap 6 times. 8. "One Little, Two Little, Three Little Indians," etc. 9. "One, two, buckle my shoe," etc.
- b. Relationship of numbers from one to ten. What number comes before 6, after 7, etc. Count to 10 — Count from 10 to 1.
- c. Larger, smaller, higher, lower.
- d. Simple money concepts, — penny, nickel, quarter, fifty cents.
- e. Writing and reading numbers from 1 to 10.
- f. Oral counting to 100.

g. Simple arithmetic combinations.
as 2 1 3 4 3
2 2 3 2 1
— — — — —
4 3 6 6 4

- 1. The child, directed by the teacher, places large blocks on a table, making up the simple combination and gives the answer as the teacher writes the combination and answer on the blackboard.

Various Experiences

5. Manipulative, constructive, observation experiences.

- a. Building with blocks. To construct houses, forms, cars, etc., in cooperation with other children.
- b. Jig-saw puzzles. To be able to put together simple jig-saw puzzles of animals, birds, etc.
- c. Clay. To form simple objects.
- d. Paint, calcimine. To experiment until simple pictures are made.
- e. Scissors, paste. To cut out simple objects. To paste correctly.
- f. Tinker toys. Construct airplanes, windmills, etc.
- g. Use of saw and hammer.

h. Books. To build up pleasant associations with books. To know what word symbols are for, not to read.

- i. Stringing beads.
- j. Peg-boards. Fit pegs into holes.
- k. Blackboard. Large free-arm movement. Mistakes can be erased.

1. Water-color. Correct procedure with brush.

- m. Crayola.
- n. Paper folding.
- o. Weaving mats.

6. Reading-readiness experiences.

a. Coloring squares, triangles, circles, etc., the same as a pattern.

b. Discussion of pictures shown by the teacher.

c. Observing lines — tracing with finger, then making same line with crayon.

d. Coloring a different object in a group of objects that are the same.

e. Finding something missing on an object. Example: The missing eye of a bird. The missing hand of a clock.

f. Observing an object or a pattern and making one just like it, etc.

Music

7. Music

A. Correlation of Music with the following subjects:

a. Arithmetic: "One little, two little, three little Indians," etc. "One I love, two I love, Daddy dear and Mother. Three I love with all my heart, Darling little brother." "Five little Chickadees sitting on the floor — One flew away and then there were four — Four little Chickadees left all alone — One flew away and then there were three —" etc.

b. Social Studies: School — In School together — Our First Music; What did you See — Our First Music; September and School — Our First Music; Good Morning, etc.; Home — Visitors, Our First Music; Lullaby; My Dog Teddy; Tick Tock; Pancakes; Useful; Sleep Baby Sleep; A Prayer; One I love, Progressive Music Bk. 1; Tiny Baby Brother; Good Bye Mother; etc. Pets and Animals — My Bunny, Our First Music; My Dog Teddy, Our First Music; Mister Turtle, Rabbits, Wee Ducky Doodles, Music Hour; etc.

c. Speech.

d. Rest and Music Appreciation. A 10-minute rest period after the morning recess has shown good results. The children sit quietly with heads on desks. Soft victrola music is played at this time.

Records played — Cradle song, Schuman; Teasing, Von Wilm; The Mouse Trap; Wind Fairies; The Little Lead Sol-

diers; Cradle Songs of Many Nations; Melodies for Children; Lullaby, Mozart; Jumping; Bobolink; Run Run Run. fall.

8. Games and Rhythms, — Drop the handkerchief; Dodge Ball; Cat and rat; Did you ever see a Lassie?; Looby Lou; Farmer in the Dell; London Bridge; The Little Princess; Five little Chickadees; Red Rover; New York; Brownies and Fairies; Statue; Duck, Duck, Grey Duck; Jump Rope; Follow the Leader; Bounce the Ball — Catch the Ball; Use of playground apparatus; Round and round the Village; How do you do my Partner?; Mulberry Bush.

5. Bibliography

A. Children's Books and Stories.

1. Copy Kitten.
2. Pokey Bear.
3. The Plump Pig.
4. The Cry Baby Calf.
5. The Three Bears.
6. The Three Little Pigs.
7. The Three Billy Goats Gruff.
8. The Three Little Kittens.
9. The Little Engine.
10. The Book House.
11. Tom Thumb.
12. Black Sambo.
13. The Gingerbread Boy.
14. Jack and the Bean Stalk.
15. Deedo and Faunie.
16. Books of Farm Animals.

Etc.

(Note — Books with large colorful pictures and little reading are best — Children enjoy them over and over again.)

B. Books read by Teacher.

1. Education in the Kindergarten — Foster and Headly.
2. Parents and Children Go to School — Dorothy Walter Baruch.
3. Teacher's Guide to Child Development — California Curriculum Committee.
4. Speech for Little Folks — Clare B. Stoddard.
5. Arithmetic Discovering Numbers — Campbell-Wren.
6. Manual of Physical Education Activities.
7. Our First Music — California State Series.
8. The Music Hour — Kindergarten and First Grade.
9. Progressive Music Series — Book 1.
10. Treasure Chest of Children's Songs and Games.

(Note — There is very little material written on the Preprimary room.)

* * *

Our Mail Address

A RECENT ruling by United States Post Office requires the local zone number to be included in all addresses. Zone of California Teachers Association state headquarters, 155 Sansome Street, is San Francisco 4.

All mail sent to this office should read San Francisco 4.



In the Burbank City Schools are many practical vocational classes. Here is a group of boys learning radio code. See also Page 4.

William J. Drew

Thelma Gleeson Baxter, Head, Department of Counseling and Guidance, Mission High School, San Francisco

A QUARTER of a century as a high school principal terminated in a banquet given to William J. Drew, principal of Mission High School, at Palace Hotel, San Francisco, May 27. Mr. Drew retires from the school department at the close of the term after 43 years of service.

Member of a pioneer family prominent in educational circles, Mr. Drew graduated from the old Sanchez School, Boys High School (now Lowell High) before going on to University of California. He graduated as a mechanical engineer with the class of 1896.

Four years of experience as a mechanical engineer and naval draftsman with such firms as Parks and Lacey (now Harron, Rickard, and McCone); John Dickie Shipbuilding Company, builder of wooden ships; the Union Iron Works (now Bethlehem Shipbuilding Corporation) and the Risdon Iron and Shipbuilding Works led to his first school appointment.

While working as a draftsman he was invited to teach at the Humboldt Evening School.

There he found his life's work centered in the vocational training of young men and women so in 1900 he decided to make it a full-time career. He joined the staff of California School of Fine Arts and served as head of the mechanical drawing and applied science department. Seven years later he went to Polytechnic High School in the same capacity and stayed there until 1917 when the Board of Education appointed him principal of Daniel Webster pre-vocational school.

At the close of World War I he was made acting principal of Polytechnic. In 1919 he was named principal of Mission High School at a time when the school curriculum was being revised to include the vocational arts in which he was so experienced. For 24 years, Mission High School has been his life for in 1925 when the old building was burned, he worked with the city architects on every detail of the new building. Many of the far-sighted additions he suggested should be incorporated in modern school buildings have been adopted. A public address system from the principal's office to each classroom, sound-proof auditoriums, swimming pools, athletic fields, well-equipped shops, clerical help in offices (formerly principals had to write all their letters in longhand) were new then, but now an accepted part of the modern business of school administration.

In 1904 Mr. Drew married Miss Viva MacArthur, head of the English Department at the

Humboldt Evening High School and an undergraduate of the University of California, where she was elected to Phi Beta Kappa in her junior year. Mrs. Drew died several years ago.

Mr. Drew is the brother of John Drew, head of the famous coaching school. He is the father of three children. His son, First Lieutenant William F. Drew, is with the Army Medical Corps at an evacuation hospital in North Africa. Lt. Drew was married five years ago to Miss Nan Reynolds, daughter of Dr. and Mrs. Ralph Reynolds of this city. They have two children, Dennis, 22 months old, and Deborah, six months, whom her father has never seen. Mr. Drew's two daughters are Miss Viva Drew, librarian at Polytechnic High School, and Mrs. Katherine Drew Hallgarten, member of the legal staff of the OPA in Washington, D. C. Mr. Hallgarten is stationed at an Army camp near Washington.

Mr. Drew is a life member of Commonwealth Club, chairman of diocesan committee of Boy Scouts and member of many educational societies.

For 25 years he has attended the conventions of California Secondary School Principals. At many of them he served as delegate and member of working committees. In 1929 he was a delegate from California Teachers Association and National Educational Association to Fourth Biennial Conference of the World Federation of Educational Associations held at Geneva.

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University of California

Summer Sessions Are Every Student's Opportunity

UNIVERSITY of California summer sessions at Berkeley and Los Angeles offer a number of advantages to boys and girls throughout the state who wish to continue year-round study.

In addition, teachers, supervisors, administrators and others working in education may observe modern teaching procedures or they may further their aims in chosen fields.

While the summer sessions offer new directions, fresh viewpoints, and accelerated short-period training, they also permit the student to retrack for emphasis, participate in classes which he is unable to enter at other times, and to increase his aptitudes, interests and practical achievements.

Beginning June 28, summer sessions will open demonstration elementary and secondary schools, a recreation school and a clinical school, all of which have been organized with one or more of the above purposes in mind. The Demonstration Elementary School in Berkeley will be housed in Whittier-University Elementary School, a short distance from the University campus, and will be under direction of David H. Russell.

In Los Angeles the Demonstration elementary school will be housed in the bungalows of University elementary school of the University of California, and will be under the direction of Dr. Jesse A. Bond. Both of these Schools will be open from 9 a.m. to 12 m., Monday through Friday, June 28 to August 6, and include each grade from the kindergarten through the sixth.

In Los Angeles, there will be, in addition, a nursery school, ages 2½ to 5, and two additional groups above the 6th grade—one a combination 7th and 8th grade and the other a multigraded room, grades 1-8. Enrollment is limited to 30 pupils in each group and may be made as late as June 26 in Los Angeles and June 29 in Berkeley.

These schools are open to daily observation by summer session students in Educa-



Students at work, University of California Demonstration Secondary Schools at Los Angeles and Oakland.

tion, who may watch such procedures as the initiation and development of a unit of work, modern provisions for individual differences, and growth of skill in the three R's while carrying on purposeful activity. The schools place emphasis upon experiences involved in the social studies, through which children come to realize the joy of learning and democratically sharing their common experiences.

Demonstration secondary schools offer students opportunities to speed up graduation from high school in order to attain university status before entering the armed forces, to prepare for University entrance, to train in technical subjects required for special branches of the services, explore new fields, give impetus to their latent talents in music, art, manual art, crafts and other skills, and to regain lost time. If there is a desire to maintain a higher rank than when the course was first taken, summer sessions give the student this opportunity.

Subjects such as refresher mathematics, aeronautics, and chemistry for prospective nurses, are among the courses being given at University high school in Oakland, the location of the demonstration secondary under direction of the summer session at Berkeley. Music, art, manual arts, crafts, and academic subjects are also offered. The range of study in music is particularly wide, including voice, piano, strings, wood winds and brass instruments. A single student or an entire orchestra may enroll.

Dr. George A. Rice, professor of education at University of California; William E. Odell, superintendent of schools, Oakland, and Robert E. Brownlee, principal of the School, will direct its program from June 28 to August 21. Classes will

be held from 7:50 a.m. to 12:15 p.m. to permit students to take 3 subjects instead of 2 and to earn 1½ credits instead of one.

At Los Angeles the secondary school is called the Vacation high school and is housed in Los Angeles high school. Dr. Jesse A. Bond will direct the School, which opens June 28 and closes August 20. There will be a 6-week session and a 2-week post session. Students who elect two subjects will attend for 6 weeks and those who choose three subjects will remain for the extra 2 weeks. In the 6-week period, each regular daily class period will be from 8 a.m. to 10 a.m. or from 10 a.m. to 12 m., and will constitute one semester's credit in the subjects offered.

Pupils may qualify for an additional semester's credit in a third subject by meeting daily from 1 to 2 p.m. through the six weeks' period and by also attending three hours each morning in the post session which begins August 9 and ends August 20. Art, commerce, English, foreign language, mathematics, music, science, and social studies will be offered.

A Clinical School

In connection with courses in clinical psychology and remedial reading, the University of California summer session at Los Angeles conducts a clinical school under the direction of Grace M. Fernald and Ellen B. Sullivan, wherein special attention is given to children and adults of normal intelligence who have difficulty with specific school subjects. The work is offered for elementary school pupils who need help in reading, spelling, mathematics, or informational subjects, and for college students and adults in need of adjustment and help in reading, spelling, foreign language and other verbal skills or informational subjects that are fundamental to good work. Classes are held from 9 a.m. to 12 m. or from 1 to 4 p.m., Monday through Friday, June 28 to August 6.

Hearst Gymnasium for Women on the university campus at Berkeley will house the recreational school there, offered to children of school grades 2 to 9, inclusive, from 9 a.m. to 12 m., Monday through Friday, June 28 to August 6. Swimming, dancing, archery, games, tumbling, combative and field sports are given. The school is under the auspices of the physical education department of the University.

Application for enrollment in any of these Schools and requests for the Bulletin of information may be made to the Director of Summer Sessions, University of California, 222 Administration Building, Berkeley, or 405 Hilgard Avenue, Los Angeles.

* * *

Foundations for Living

SENIOR high school home-economics classes will find of great use *Foundations for Living*, by Silver and Ryan, an attractive, timely and comprehensive textbook of over 600 pages with many illustrations, published by Appleton-Century; price \$2.12.

Written for senior high-school girls, it deals interestingly with their immediate problems of personal and social adjustment.

Jean Turner

A Brilliant California Woman

MRS. Jean Leavitt Turner is head of Jean Turner Art School, 450 Grant Avenue, San Francisco. Its summer session, June 28-August 6, specializes in training in commercial art, fashion and magazine illustration, and graphic arts. There are full-time and half-day sessions.

Mrs. Turner recently contributed an excellent illustrated article entitled *Keep the Lovely Things Alive*, to the Christian Science Monitor, Weekly Magazine Section.

In addition to managing a home, three children, and an art school, she does art work for children's books, magazines, and a department store; paints character studies in water colors; and writes short stories.

Audio-Visual Aids

CARROLL W. RICE, 2615 Regent Street, Berkeley, is the California representative for numerous, nationally-used standard lines of audio-visual aids and maintains an audio-visual aids service.

Among his offerings are, — Jam Handy soundfilms and slidefilms; Society of Visual Education filmslides and kodachromes, as representative for Long Filmslide Service; Vocational Guidance films and strips; Victor and Ampro equipment.

After July 1 his new address will be 19 Estrella Avenue, Piedmont.

Speech in Education

A GUIDE for the classroom teacher, *Speech in Education*, a book of 370 pages, by Ollie L. Backus, University of Michigan, is published by Longmans, Green and Co., 55 Fifth Avenue, New York City; price \$2.75.

Aimed primarily toward the improvement of classroom instruction,

the author has thoroughly studied the problem of teaching speech to prospective teachers. Her admirable and comprehensive text is of great practical value to all classroom teachers and to everyone interested in speech.

* * *

School Librarians Meet

School Library Association of California, Northern Section, held its annual spring meeting at San Francisco Public Library at 10 on the morning of May 15, 1943.

Elinor Alexander of Salinas union high school, retiring president, turned over the gavel to Natalie Lapike of Visalia junior college.

The meeting was followed by luncheon at Hotel Whitcomb, where Dr. Joseph Williams of San Francisco junior college spoke on the subject of Maps. His talk emphasized the new global maps which have come out of the global war and the air age.—*Patricia Wright, Salinas.*

IN UNITY THERE IS STRENGTH

CALIFORNIA Teachers Association gives every member many opportunities for service. A trite expression is "In unity there is strength," but that venerable truism expresses a world of meaning.

The CTA program for 1943-44 is fraught with importance. Every teacher in California must give all-out service, so that our Republic may surely win the war and establish a lasting peace.

We must all do our full duties as good citizens, in community, county, state and nation.

California Teachers Association needs the active help of every teacher. This organization works all of the time for the welfare of the schools. In Statewide unity is Statewide strength.

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COMING

June 9—Last day for Governor Warren to sign bills passed at recent session of Legislature; bills not signed by this date are pocket-vetoed.

June 5—CTA Board of Directors; regular meeting. State headquarters, San Francisco.

June 14—Flag Day.

June 16-23—California Boys State; 7th annual session; auspices American Legion, Department of California. Grant Union High School, North Sacramento.

June 21-September 25—Placer Union High School Summer Semester. Tahoe City, Lake Tahoe.

June 22, 23—Pacific Advertising Association; Wartime emergency conference. Fairmont Hotel, San Francisco.

June 25-30—Conference on Schools and War; auspices NEA Dept. Supervision and Curriculum Development. Syracuse University.

June 28, 29—National Education Association; business meeting of Representative Assembly. Indianapolis.

June 27-July 7—Institute of International Relations; 9th annual session. Mills College, Oakland.

June 26 and July 16—Opening dates of 6-week Workshops in Intercultural Education at Harvard and Columbia, respectively.

July 1-14—Conference; auspices NEA Dept. Supervision and Curriculum Development. University of Wisconsin, Madison.

July 1-12—League College; auspices

National League of Teachers Associations. Indiana University, Bloomington.

July 6-16—Conference on Elementary Schools in Wartime; joint auspices NEA Elementary School Principals and Teachers College, Columbia University. New York City.

July 13-16—California Association for Childhood Education; regional conference. University of California at Los Angeles.

September 23-25—California School Trustees Association; annual convention. Californian Hotel, Fresno.

October 12-14—Wartime Public Health Conference; auspices American Public Health Association. New York City.

November 7-13—American Education Week.

November 11-13—Western States Conference of National Recreation Association. Hotel Fresno. George W. Braden, Western Representative, 209 Ledyard Building, Pasadena.

November 13—CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

November 25—Thanksgiving Day.

Los Angeles Kindergarten Memorial Library has issued an attractive illustrated 4-page brochure giving the history and progress of the library. The officers, from 1938, when the library was organized, to the present, have been Mrs. Eugenia West Jones, president; Ethel Roseland, secretary; Elizabeth Sawyer, treasurer.

Mrs. Jones is nationally-known for her educational work. She is a past president of NEA Kindergarten-Primary Department and has been active in CTA over many years.

* * *

Summer at Lake Tahoe

PLACER Union High School offers a summer semester at beautiful Lake Tahoe, June 21-September 25; open to high school pupils throughout the West it will be held at Tahoe City and operate 6 days a week.

Accelerating the high school program, it provides opportunity for boys to graduate before they are inducted into the Armed Forces, and for girls to graduate one semester sooner to take their places in essential production.

Fully accredited, the Tahoe Branch offers: foreign languages; 4 years of English; U. S. and world history; civics; general science, physics and chemistry; 2 years of algebra; plane and solid geometry; trigonometry; mechanical and engineering drawing; navigation; typing; physical education; and, band, orchestra and instrumental music. Instructors are regular teachers in the Placer Union High School or Junior College.

Work-opportunities in resorts are available, as well as fine recreational privileges. For complete details address Harold E. Chastain, district superintendent, Placer Union High School and Junior College, Auburn, or Mrs. Bliss Hinkle, vice-principal, Tahoe branch, Placer Union High School, Tahoe City.

Association for Childhood Education

Regional Conference, July 13-16, at University of California, Los Angeles

Outstanding leaders participating in this event: 1. Mary Leeper—executive secretary, Association for Childhood Education; 2. Jennie Campbell—national vice-president, Association for Childhood Education—representing kindergarten; 3. Dr. Helen Christianson—retiring vice-president, Association for Childhood Education—representing nursery schools; 4. Helen Heffernan—California State Department of Education; 5. Marie Fowler, Cornell University, formerly head of department of family life education.—Bertha Beck Hirsch, publicity chairman ACE, Los Angeles.

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To The School Teachers Of America

MANY of you were raised on the rolling hills, the plains, the prairies of America. Main Street knew your footsteps. The village school house echoed to your valedictory address.

You knew farming well in those days—the bite of a plow in the soft brown earth . . . the swish of a scythe in a golden grain field . . . the rip of a hickory peg tearing a corn husk.

Summers, since then, you've done many things: study, research, travel, even taken temporary jobs when you could get them.

Some summers you have rested. After a hard school year it seems mighty pleasant just to take it easy. But this year there can be no rest. There can be no real rest for any man or woman while our country is at war.

Two grave problems confront America today—the submarine and the food supply. Only naval experts can grapple with the former. But the food problem

is different. It is everyone's problem. And every one of us must help!

The ground must be tilled. The crops cultivated. The harvest gathered. Help is needed in gardens and orchards, in dairies and barnyards. There are farm chores by the thousand to be done. And a sadly depleted manpower with which to do them.

Boys and girls can pitch in and help at harvest time. They proved, last year, what their exuberance and energy could do. But that is merely a partial solution to this problem. For experienced help is needed, too. Your kind of help.

You have two outstanding qualities, needed urgently this summer on the farm: your ability to think, and your ability to lead. Your trained mind will grasp new situations quickly as they arise. Your leadership will help you direct the work of others. And your example will be a great stimulus to all.

Won't you take your place this summer on the farm?

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